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ABSTRACT

This resource book, which provides a sampling of programs developed by the Youth Advocacy Projects of the Teacher Corps on behalf of troubled youth, is organized in three major sections. Section I presents outlines, resources, and critiques of staff development courses, organized according to target youth group(s) and by subject area. Section II describes model interventions in process at each project, grouped according to their focus on: (1) inservice/staff development; (2) program development that directly affects troubled youth; and (3) community involvement. Section III presents case studies of four model programs with descriptions of their setting, intervention strategies, and evaluations of overall program effectiveness. (Author/HLM)

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Walker's Sampler

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Youth Advocacy Resources

produced by

The Youth Development Task Force

of the

Youth Advocacy Loop

Dr. Irene Mehnert, Chairperson
Drs. Richard Arends/Karl Hesse
Dr. Alan R. Brown
Dr. Mae Armster Christian
Dr. Tom Hewitt

Drs. Irving Levy/Art Brill
Dr. Jacqueline Lougheed
Dr. Kathryn Maddox
Dr. Richard Simms
Dr. Harry Thompson

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Clarence Walker, Coordinator
Youth Advocacy Projects
Teacher Corps

Vivienne Williams, Executive Secretary
Youth Advocacy Loop

Edited By:
Irene Mehnert
H. W. Meyers

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Youth Advocacy Loop
Board of Directors
1979-80

Richard Arends/Karl Hesse
Teacher Corps, University of Oregon
College of Education, Room 126
Eugene, Oregon 97403
Phone: (503) 686-5425

Alan R. Brown
Teacher Corps, Arizona State University
College of Education
Dixie Gammage Hall, #242
Tempe, Arizona 85281
Phone: (602) 965-6788

Mae Armster Christian
Teacher Corps
2930 Forrest Hill Drive, S.W.
Atlanta, Georgia 30315
Phone: (404) 766-7605

Tom Hewitt
Teacher Corps, University of South Alabama
307 University Boulevard
Mobile, Alabama 36688
Phone: (205) 460-6315

Irving Levy/Arthur Brill
Teacher Corps, Indiana University
902 North Meridian Street
Indianapolis, Indiana 46204
Phone: (317) 264-2331

Jacqueline Lougheed
Teacher Corps, Oakland University
412 Varner Hall
Rochester, Michigan 48063
Phone: (313) 377-3087

Kathryn Maddox
Teacher Corps, Stonewall Jackson High School
820 Park Avenue
Charleston, West Virginia 25302
Phone: (304) 345-1517

Irene Mennert
Teacher Corps, University of Maine/Orono
Shibles Hall, #152
Orono, Maine 04469
Phone: (207) 581-2644

Richard Simms
Teacher Corps
2200 Dennison
Dallas, Texas 75212
Phone: (214) 630-0586

Harry Thompson
Teacher Corps, University of Vermont
Waterman Building
Burlington, Vermont 05405
Phone: (802) 656-3834

Clarence C. Walker
Youth Advocacy Projects, Teacher Corps
U.S. Office of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202
Phone: (202) 245-8223

Youth Advocacy Loop
Vivienne Williams, Executive Secretary
Kathy Brace, Administrative Associate
H. W. Meyers, Documentation and Evaluation Assistant
Dixie Gammage Hall, #242
Tempe, Arizona 85281
Phone: (602) 965-6788

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Introduction

This resource book is intended to provide a sampling of programs developed by Youth Advocacy Projects on behalf of troubled youth. If the Sampler becomes useful to other Teacher Corps Projects, institutions of higher education, schools, communities and juvenile services as they design their own staff development programs and interventions, it will have served its purpose. It is a working document, that is the type of binding and format allows for anyone to take from the book that which is useful, reproduce the material and share it with others.

The book is organized in three major sections. Section I presents outlines, resources and critiques for courses of instruction that may be useful in staff development. The introduction to this section describes two ways of sorting the courses, by general focus area and by suggested student groups. Potential users of these courses may contact the course authors or project directors for further information.

Section II describes model interventions that are in process at each project. These interventions may provide fresh ideas for the design of new programs in the service of troubled youth. Readers can contact the projects that developed the interventions for more information and an evaluation of each model.

Section III presents case studies of several interventions made by Youth Advocacy Projects. The case studies are designed to give the reader a broad picture of the settings and designs of model programs. Needed resources and strategies are noted and a brief assessment of the effectiveness of each intervention is presented.

The Youth Development Task Force wishes to thank the Directors and staffs of all the Youth Advocacy projects who submitted materials for inclusion in this document. The book constitutes a partial written record of a serious effort to help professionals and laypersons as they attempt to intervene positively in the lives of all children, particularly those who are troubled.

The editors: Irene Mehnert
Bud Meyers

Dedication

This resource book, *The Walker Sampler*, is dedicated to a youth advocate, Clarence C. Walker. Mr. Walker, as a Teacher Corps Section Head, is a founding member and coordinator of the Youth Advocacy Projects Loop. His guidance and dedication to helping youth, parents, teachers and other professionals is a life-long commitment.

I. Courses

Introduction: This section of the resource book describes several model courses developed by Teacher Corps Youth Advocacy Projects designed to provide instruction to preservice teachers, inservice teachers, parents, juvenile services personnel, and community members. The content of these courses ranges widely along a continuum of topics related to providing better educational opportunities and support for troubled youth.

Figures 1 and 2, on the next page, organize the courses by suggested student group(s) and by subject area. This information is presented to provide an interest index for potential users. The categories in each figure are meant to provide access to the major course focus and not to preclude use of the courses in other ways.

Information about each course includes the following:

- Course Title
- Project
- Project Director
- Course Developer
- Suggested Student Group(s)
- Course Format
- Purpose of the Course
- Objectives of the Course
- Suggested Materials
- Instructional Design and Delivery
- Levels of Instruction Built Into the Course
- Evaluation of the Course and Suggestions to Potential Users

The information presented is not in the form of a total course syllabus, (some of the information was not available) but should be enough to get other users started in planning their own courses. While the selection of courses for inclusion here does not represent all of the areas that are important in Youth Advocacy, it is a broad sampling of relevant topics.

Figure 1
Courses By Subject Area Focus
(FOCUS ON)

The Youth (Needs and Strategies)	The Educator or Juvenile Service Provider	The Institution (Education or Juvenile Service)	The Community
1. Acting Out Adol. (Me.)	1. Interpers. Comm. (Me.)	1. Class Mgt. (Ga.)	1. Community Ed. (Ga.)
2. Emot. Dist. (Me.)	2. Leadership Trng. (Tex.)	2. Class Mgt. (Tex.)	2. Cult. Diff. (Me.)
3. Emot. Handicap (Me.)	3. Stress Mgt. (Tex.)	3. Problems of T.Y. (W. Va.)	3. Cult. Diff. (Tex.)
4. Except. Child (Ga.)		4. Problems of T.Y. (Mich.)	4. Volunteer Trng. (Mich.)
5. Except Child (Ariz.)		5. Research in Juv. Serv. (Ariz.)	
6. Learn. Disab. (Ariz.)		6. Social/Ed. Policy (Vt.)	
7. Peer Tutor (Mich.)			

Figure 2
Suggested Student Groups for Courses

Course	Inservice School Personnel	Pre Service Teachers	Juvenile Services Personnel	Community People, Youth
Acting Out Adol. (Me.) (1)			x	
Emot. Dist. (Me.)	x		x	
Emot. Handicap (Me.)			x	
Except. Child (Ga.) (1)	x			
Except. Child. (Ariz.) (1)		x		
Learn. Disabil. (Ariz.) (1)		x		
Peer Tutoring (Mich.)				x
Interpers. Comm. (Me.)	x			
Leadership Trng. (Tex.)	x		x	
Stress (Tex.)			x	
Class Mgt. (Ga.) (1)	x			
Class Mgt. (Tex.) (1)	x			
Problems of T.Y. (W. Va.)	x	x	x	x
Problems of T.Y. (Mich.) (1)	x	x		x
Research in Juven. Serv. (Ariz.)		x		
Social/Ed. Policy (Vt.)	x	x	x	
Community Ed. (Ga.)	x			x
Cult. Diff. (Me.)	x	x		
Cult. Diff. (Tex.)	x	x		
Volunteer Trng. (Mich.)				x

The Acting Out Adolescent

Dunlap

Title of Course:	The Acting Out Adolescent
Name of Project:	Maine Teacher Corps
Project Director:	Irene Mehnert Phone # 207-581-2644
Developer:	Douglas A. Dunlap, Graduate Assistant Teacher Corps College of Education University of Maine Orono, Maine 04469 Tel. 207-581-2644
Suggested Student Group (s):	Line Staff of Group Home Staff
Credit:	This course is not given for credit
Format:	The course is given once per week for three hours for four weeks.
Suggested Enrollment:	20 students
Purpose of the Course:	Problem-solving skills related to the management of the acting out adolescent were the focus of the course/workshop. The workshop functioned as an enrichment and refinement activity for experienced child care workers and a pre-service introduction to behavior management for beginning workers.
Course Objectives:	a) State developmental tasks of adolescents b) Relate these tasks to acting out behavior c) Define acting out d) State and apply the conflict cycle e) Apply the temper tantrum sequence f) Present and analyze work-related examples of dealing with acting out g) List personal objectives related to acting out
Materials Used:	Bibliography is attached
Instructional Design and Delivery:	The course includes seminar and discussion, field experience, and role play simulations of staff-client interactions.
Levels of Instruction:	This course includes the presentation of what is known as the conflict cycle and the stages of a temper tantrum.
Demonstrations are given, such as:	Participants presented examples of client acting out, which were acted out involving demonstrations by the instructor and other students.
Students Practice:	Defusing an acting-out sequence.
Instructors Coach Students in:	Students presented written vignettes of client-staff interactions, from their experience, and received coaching from other students.

Evaluation and Suggestions to Potential Users:

The specific focus of the Workshop on Acting Out and the location in a Group Home were assets. The role play of on the job interactions with acting out clients was particularly effective.

A weakness may be the focus on a skill when great variation in knowledge of adolescent psychology and experience in the group home context, existed. It was necessary to include, albeit briefly, foundations of adolescence prior to addressing the skill issue.

It is supportive to a group home staff member to attend a workshop of this nature on work time, not personal time.

Scheduling additional sessions, for a total of six, would permit more opportunity for role play or real client-staff interactions.

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Trieschman, A. E. Whittaker, T. K. and Brendtro, L. K., *The Other 23 Hours*. Chicago: Aldine, 1969.

Methods of Teaching the Emotionally Disturbed

Schutz

Title of Course:	Methods of Teaching the Emotionally Disturbed
Name of Project:	Maine Teacher Corps
Project Director:	Irene Mehnert Phone # 207-581-2644
Developer:	Dr. Pamela N. Schutz, Assistant Professor of Special Education at the University of Maine at Orono, Shibles Hall (301) Orono, Maine 04469 Tel. 207-581-2691 (Ext. 57)
Suggested Student Group (s):	Teachers working with emotionally disturbed adolescents in a residential treatment center.
Credit:	This course is given for 3 credits. It may also be taken for no-credit.
Format:	The course is given once per week for two hours for sixteen weeks. Suggested is a mini-course format with supporting materials developed for home study.
Suggested Enrollment:	10 students
Purpose of the Course:	This course is the second of two courses which focus on the methods of teaching the emotionally disturbed. The focus was threefold: introduction and background to children in conflict (approaches and diagnoses) general models; strategies and materials from several theoretical orientations; and models of delivery and perceptions of educational strategies. It is designed to help teachers acquire skill and knowledge in planning for their students.
Course Objectives:	a) Understand major theoretical approaches used with emotionally disturbed children b) Demonstrate skill in administering selected assessment instruments c) Make judgments concerning appropriate strategies to use with certain students d) Demonstrate ability to perform behavior analysis assessments of their population e) Develop skills in reviewing and improving curricula f) Develop new methods and/or materials germane to their unique population g) Demonstrate transfer and generalization ability of the cognitive material presented to their specific site needs
Materials Used:	Bibliography is attached
Instructional Design and Delivery:	The course includes lecture and seminar and discussion. Time is also provided for supervised materials designing work germane to the specific needs of their population.
Levels of Instruction:	This course presents systematic, interrelated concepts about conditions and strategies for alleviating behavior problems. Theoretical

underpinings of nine major approaches were discussed; behaviorists, biophysical, ecological, sociological, developmental, learning disabilities, psychoeducational, psychodynamic, and counter-theoretical.

Demonstrations are given, such as:

Demonstrations of assessment instruments designed to be used with the emotionally disturbed were provided (achievement tests, self report inventories, criterion referenced tests).

Students Practice:

Administering assessment instruments, and in conjunction with the section on behavior modification prepare projects using the child population in decreasing and increasing behaviors, task analysis and shaping and contingency management of the total classroom.

Instructors Coach Students In:

Personal interaction because the group was small and this was considered to be vital to the success of the course.

Evaluation and Suggestions to Potential Users:

In retrospect, scheduling of the course to benefit the most staff and remain cost effective for Teacher Corps loomed high in importance for future planning. As a direct result of this course, a totally different approach will be designed and implemented by Dr. Schutz in collaboration with Teacher Corps and Old Town Special Education Department. Mini course presentations will be used with two full day meetings *only* during the semester, but consultations available. On the initial day, inservice/workshop presentations will be made and participants will be given a packet with home/school study instruction in them which they will work on, on their own. With the knowledge that the facilitator of that inservice is available for consulting purposes. The 2nd full day meeting at the end of the semester will be for presentations by the students of what they did during the semester. The next semester the same teachers would choose another area of interest and proceed in the same manner.

Of critical importance is a willingness on the instructor's part to be flexible and to modify course expectations to meet the needs of the on-site people. Another critical issue is the willingness of the instructor to be available and capable of securing facts or tangibles that the site may need.

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Assessment in Special and Remedial Education. (Salvia and Ysseldyke) 1978.

Motivation of the Emotionally Handicapped Adolescent Dunlap

Title of Course:	Motivation of the Emotionally Handicapped Adolescent
Name of Project:	Maine Teacher Corps
Project Director:	Irene Mehnert Phone # 207-581-2644
Developer:	Douglas Dunlap, Graduate Assistant Teacher Corps 307 Shibles Hall, College of Education University of Maine Orono, Maine 04469 Tel. 207-581-2792
Suggested Student Group (s):	Line Staff of Group Homes for Adolescents
Credit:	This course is given for three credits or it may be taken for no-credit.
Format:	The course is given once per week for three hours for twelve weeks.
Suggested Enrollment:	12 students
Purpose of the Course:	The purpose of the course was to address the stated need of group home staff in skills for motivation of clients, and in theoretical foundations for those skills. As such, the purpose included providing participants with new problem solving skills related to current role.
Course Objectives:	a) Articulate the behavior change philosophy and plan of the group home b) State major developmental issues of adolescence and relate these to clients c) State one's own skill repertoire pertinent to motivation of adolescents d) Articulate the impact of self upon clients
Materials Used:	See attached bibliography
Instructional Design and Delivery:	The course includes mainly seminar and discussion and field experience. Participants are all active in counseling, teaching or group home work with adolescents, and draw upon this experience in course assignments and discussions. Also included are role play, brainstorming, peer interviews, simulations and participant reports on issues of personal interest.
Levels of Instruction:	This course includes the presentation of the following theories: theory of adolescent development, life-space interview, conflict cycle.
Demonstrations are given, such as:	Life-space interview is role played
Students Practice:	Life-space interviewing, breaking the conflict cycle

Instructors Coach Students In:

Participants contributed examples of client interactions for which they received peer and instructor consultation.

Evaluation and Suggestions to Potential Users:

The strength of the course was its development from a field request, and its offering on-site. A weakness lay in the location of the course on-site, which presented occasional interruptions. However, the field site location permitted some interaction between clients in the group home and course participants, and the location presented a reality atmosphere.

It is much more supportive to a group home staff member to attend such a course on work time, as opposed to personal time.

The course led to a request for more such offerings, and could be incorporated into a foundation of pre-service or in-service offerings for group home staff members.

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Park, C. C., *You Are Not Alone: Understanding and Dealing With Mental Illness*. Boston: Little & Brown, 1976.

Exceptional Children and Youth

Bradley

Title of Course:	SPE 601 Exceptional Children and Youth
Name of Project:	Atlanta Teacher Corps Consortium
Project Director:	Mae Armster Christian Phone # 804-766-7605
Developer:	Mrs. Mary E. Bradley — assisted by other staff Atlanta Teacher Corps Program 2930 Forrest Hill Drive, S.W., Suite 208 Atlanta, Georgia 30315 Tel. 404-761-5411, Ext. 270, 274
Suggested Student Group (s):	Regular classroom teachers
Credit:	This course is given for credit or may be taken for no-credit.
Format:	The course is taught daily (5 days) — five hours per day — for two weeks, making a total of 50 hours. The hours earned were applicable to increment credit, recertification or professional growth.
Suggested Enrollment:	25-30 students
Purpose of the Course:	—To meet the needs of regular classroom teachers as revealed in the needs assessment. —To help regular teachers be aware of, and differentiate between, impairment, disability and handicap. —To describe behaviors and characteristics of exceptional children and how each is manifested as a problem of the child/society.
Course Objectives:	a) Knowledge of the nomenclature peculiar to each area of exceptionality b) Perception of the inter-and-intra-individual differences found in children who are classified as exceptional c) Awareness of personalized teaching as an educational strategy d) Awareness of the needs of exceptional children and the delivery system employed to meet these needs e) Comprehension of the diagnostic techniques to assess the educational potential of exceptional children f) Conception of mainstreaming exceptional children and how alternatives for implementation are used g) Knowledge of Resources: agencies, activities, and referral channels h) Knowledge of the legal ramifications for referral and placement of exceptional children
Materials Used:	See attached bibliography
Instructional Design and Delivery:	The course includes: lecture, seminar and discussion, and field experience. This field experience is a practicum which provides services that are related to the educational needs of persons with handicapping conditions.

Levels of Instruction:

This course meets the needs of regular teachers in providing an adequate education for handicapped persons in the least threatening environment.

Demonstrations are given, such as:

Consultants in areas of Special Education provided demonstrations closely aligned with application of theory. These included methodology and materials utilization.

Students Practice:

Skills may be written up in the form of special group projects and demonstrated in role-playing within the classroom setting.

Evaluation and Suggestions to Potential Users:

The course is designed to introduce regular classroom teachers to the broad area of the education of exceptional children. The main objective is to aid regular teachers in meeting the inter/intra-individual differences of exceptional children. A course in Exceptional Children and Youth is a very broad field. I highly recommend that the course be based on, and reflect, the instructional strategies and techniques rather than ideologies. A group project (class presentation) is one of the requirements in this course. One group suggested this activity be used as information in a faculty meeting.

Class reports, or group discussions, after a field trip to an Educational Training Institution, provided a varied processing situation. Many of the teachers expressed very crucial factors after the visits. For example, (1) societal attitude was stated as being one of the greatest barriers in providing an education for persons with handicapped condition. (2) Persons who are handicapped need to be involved with the daily mainstream of society on all levels of function.

The conception that a gifted person was also a handicapped person, especially in the classroom, led some teachers to seek other courses at the universities which would enable them to work with the gifted programs in our schools.

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For Physical Handicaps: *The Penny Dropper.* Spina Bifida Association of the National Capital Area, P. O. Box 4392, Arlington, Va. 22204. 4 issues a year/$2.00.

For Visual Handicaps: *New Outlook for the Blind.* American Foundation for the Blind, 15 W. 16th Street, New York, New York 10011. 10 issues a year/$6.00.

For Hearing Impairments: *Deaf American.* National Association of the Deaf, 814 Thayer Avenue, Silver Springs, Maryland 20910. 11 issues a year/$10.00.

For Mental Retardation: *Mental Retardation.* American Association on Mental Deficiency, 5201 Connecticut Avenue, N.W., Washington, D.C. 20015. 6 issues a year/$22.00.

For Learning Disabilities: *Focus on Exceptional Children—A Monthly Newsletter.* Love Publishing Company, 6635 E. Villanova Place, Denver, Colorado 80222. 9 issues a year/$9.50.

Directories

Directory for Exceptional Children. Porter Sargent, 1972. 1248 pp. $14.00.

Directory of Private Schools for Exceptional Children. National Association of Private Schools for Exceptional Children, 1975. 60 pp. Single copy free.

Directory of Educational Facilities for the Learning Disabled. Academic Therapy Publications, 1976. 48 pp. Single copy free.

Directory of Agencies Serving the Visually Handicapped in the United States. American Foundation for the Blind, 1975. 364 pp. $10.00.

The Wheelchair Traveler. By Douglass R. Annand. Douglass R. Annand, Publisher. Ball Hill Road, Milford, New Hampshire 03055, 1974. 220 pp., $3.55.

Agencies and Organizations

Alexander Graham Bell Association for the Deaf
3417 Volta Place, N.W.
Washington, D.C. 20007

Atlanta Area School for the Deaf
890 North Indian Creek Drive
Clarkston, Georgia 30031
404-296-7101

Atlanta Area Services for the Blind, Inc.
763 Peachtree Street, N.E.
Atlanta, Georgia 30308
404-875-9011

Atlanta Association for Retarded Citizens
1687 Tully Circle, Suite 110
Atlanta, Georgia 30329
404-321-0877

Atlanta Easter Seal Rehabilitation Center
3254 Northside Parkway
Atlanta, Georgia 30327

Atlanta Rehabilitation Center
1599 Memorial Drive, S. E.
Atlanta, Georgia 30317
404-378-7591

California Association for Neurologically Handicapped Children
P. O. Box 4088
Los Angeles, California 90051

Closer Look: National Information Center for the Handicapped
P. O. Box 1492
Washington, D.C. 20036

Crippled Children's Unit
Georgia Department of Human Resources
618 Ponce de Leon Avenue
Atlanta, Georgia 30308
404-894-4081

National Association for Retarded Citizens
2709 Avenue E East
Arlington, Texas 76011

Parenting Materials Information Center
Southwest Educational Development Laboratory
211 East 7th Street
Austin, Texas 78701

Spina Bifida Association of Atlanta, Inc.
P. O. Box 15238
Atlanta, Georgia 30333
404-996-6386

U.S. Department of Health, Education, and Welfare
Public Health Service
4040 N. Fairfax Drive
Arlington, Virginia 22203

Teacher Corps
Arizona State University
Director: Alan Brown Phone # 602-965-6788

CURRICULUM DISPLAY

Course: The Exceptional Child
Graduate Number (S.H.): SP 511 (3 S.H.)
Undergraduate # (S.H.): SP 311 (3 S.H.)

Introduction

This course is organized in the *modular* format. That is, the course is made up of several independent learning experiences that are related to the course topic. Learners, primarily preservice teachers, move through the courses at their own pace completing modules, usually but not necessarily in sequence. Credit for the entire course is awarded upon completion of all modules.

Supporting materials are gathered by instructors to fit the learning activities and learning situation of each preservice teacher. General bibliographies are too large for inclusion here but include many of the same materials included under similar courses in this section.

Many teachers like this individualized approach because it allows them to fit more formal learning experiences into an already tight schedule. Some teachers will point out, however, that synthesis of such learning seems more difficult than it is in courses where processing learning occurs in groups. Their own evaluation suggests that careful attention to the *assessment* portion of each module is needed, and that some culminating experience is necessary.

Prerequisites: none
Estimated Completion Time: 70 hours in 11-15 week period

MODULE I
Chicano Child — Labeling and Categorization
— The ways in which Chicano children are labeled
— The relationship of labeling to educational failure

MODULE II
Chicano Child — Problems Related to School Performance
— Traditional factors in school achievement
— Interpersonal relations, self esteem and school achievement

MODULE III
Chicano Child — Preparation of Materials and Instruction
— Element of culture conflict
— Identification of strengths in the child
— Practice in developing materials

MODULE IV
Chicano Child — Small Group Sessions
— Preparing data for concise presentation
— Reporting material to full group

MODULE V
Black Child — Socio-educational Implications
— Exploring personal attitudes toward the culturally different learner

MODULE VI
Black Child — Small Group Sessions
— Visit a school site in Black area
— Meeting with Black leaders in community
— Developing plan and reporting to full group

MODULE VII
Learning Disabilities — Introduction to the Exceptional Learner
— Introduction to major exceptionalities
— Relationship to examples from teaching experience

MODULE VIII
Learning Disabilities — The Identification Process
— The three phase diagnostic process
— Relationship of principal tests to specific disabilities

MODULE IX
Learning Disabilities — Educational Strategies
— Principal techniques and their application to specific diasbilities
— Cover reading, writing, arithmetic, and mathematics

MODULE X
Learning Disabilities — Classroom Organization and Management Techniques
— Basic classroom organization plans and alternatives
— Common intervention techniques

MODULE XI
Learning Disabilities — Small Group Sessions
— Review of basics
— Field visits
— Practical exercises

Module Specifications —The Exceptional Child

MODULE I

Chicano Child — Labeling and Categorization

Part I of: The Exceptional Child

Prerequisites: none

Estimated Completion Time: 6 hours

Materials Needed Special Instructions: See Learning Activities

Objectives:

1. Given access to Chicano children in a classroom, the intern will identify deficient academic performance skills of a Chicano child that may lead to labeling or categorization
2. Given deficient academic performance skills of a Chicano child, the intern will list and describe implications that this deficiency holds for educational success or failure

Learning Activities:

The instructor will:

—describe to the intern the extent to which, and how Chicano children are labeled;

—provide the intern with access to material that indicates how academic performance skills are used to initiate the labeling process;

— give the intern examples of how labeling of Chicano children is related to educational success and failure; and

— provide interns with practice in determining how academic deficiencies lead to labeling and to educational failure.

Assessment Plan:

1. The intern will prepare a written list of academic deficiencies of a Chicano child in their internship setting.
2. The intern will describe through a written report how those deficiencies are being used to attach an educational label to the child.
3. The intern will prepare a written report indicating how the label attached will effect future educational success or failure.

MODULE II

Chicano Child — Problems Related to School Performance

Part II of: The Exceptional Child

Prerequisites: Module I

Estimated Completion Time: 6 hours

Materials Needed/Special Instructions: See Learning Activities

Objectives:

Given access to a Chicano child in a classroom, the intern will:

— identify positive and negative interactions between the child and teacher;

— identify those traditional factors related to achievement that are and are not available to that child; and

— describe how the interactions between student and teacher, and the factors related to achievement, affect the child's self-concept.

Learning Activities:

The instructor will:

— describe to the intern how to differentiate and identify positive and negative interpersonal interactions;

— provide the intern with material that stipulated the traditional factors related to achievement;

— describe to the intern how interpersonal interactions and factors related to achievement contribute to self-esteem; and

— describe to the intern how negative self-concept effects academic achievement and peformance.

Assessment Plan:

The intern will:

— list the positive and negative interactions between a student and teacher;

— list which factors related to achievement are available and not available to the student; and

— prepare a written report demonstrating how the interaction and factors listed contribute to self-esteem.

MODULE III

Chicano Child — Preparation of Materials and Instruction

Part III of: The Exceptional Child

Prerequisites: Modules I and II

Estimated Completion Time: 6 hours

Material Needed/Special Instructions: See Learning Activities

Objectives:

Given access to a common definition of culture, and a Chicano child in a classroom, the learner will:

— apply the five criteria to that child to indicate if cultural conflict exists;

— identify individual learning strengths; and

— use that information to prepare material and indicate instructional techniques to be used with that child.

Learning Activities:

The instructor will:

— provide the intern with material that specifies a definition of culture including the five criteria that indicate the existance of cultural conflict;

— describe to the intern how to identify individual learning strengths in a child;

— describe to the intern how to incorporate the five criteria above with particular learning strengths;

— provide the intern with material that will demonstrate how to use learning strengths and the five criteria above to develop instructional materials and techniques that can be used with the child; and

— provide the intern with practice in developing instructional materials and techniques.

Assessment Plan:

The intern will:

— list which of the criteria that indicate cultural conflict are met by the child he is working with;

— list individual strengths for a particular child; and

— prepare a written report that will include specific classroom materials developed and instructional techniques that can be used for the particular child the intern is working with.

MODULE IV

Chicano Child — Small Group Sessions

Part IV of: The Exceptional Child

Prerequisites: Modules I, II, III, V, VII, VIII, IX, and X

Estimated Completion time: A series of small group sessions plus 2 hours of presentation

Materials Needed/Special Instructions: At the conclusion of the prerequisite modules the interns will choose to participate in this set of sessions or those described in Specification 2.1.2.6 or 2.1.2.11

Objectives:

Given access to the materials and techniques developed in Unit III, the intern will be able to present the materials and report results of their use to the entire class successfully.

Learning Activities:

The instructor will:

— describe to the intern how to prepare their data for concise presentation;

— describe to the intern how to report results in an easily understood fashion; and

— act as a resource during the small group sessions.

Assessment Plan:

1. The interns will submit a written report of their presentation to the entire class.

2. The instructor will observe the intern during his presentation to the entire class.

MODULE V

Black Child — Socio-Educational Implications

Part V of: The Exceptional Child

Prerequisites: none

Estimated Completion Time: 6 hours

Materials Needed/Special Instructions: See Learning Activities

Objectives:

Given background and chance for self-examination, the intern will:

— objectively identify personal attitudes towards the culturally different learner;

— modify, if possible, personal attitudes towards the culturally different youngster;

— accept and implement the concept that *all* children are different, therefore they all learn differently; and

— examine the concept of the self-fulfilling prophecy and its implications on instructional outcomes.

Learning Activities:

The instructor will:

— explore what the future world will hold for the present generation of learners;

— provide the interns with resource materials that will amplify the need for introspective examination of personal attitudes;

— provide materials that explore the results of preconceived attitudes that in turn, govern observable behavior and further, how it translates into counter productive educational and social outcomes; and

— provide an opportunity for Teacher Corps interns to examine their personal attitudes towards culturally different learners.

Assessment Plan:

1. Teacher Corps interns will take Educational Opinion Survey.

2. Prepare a brief abstract of *Life In Classrooms*, Phillip Jackson, Chicago: Holt, Rinehart, and Winston, Inc.

MODULE VI

Black Child — Small Group Sessions

Part VI of: The Exceptional Child

Prerequisites: Module V and Modules I, II, III, VII, VIII, IX, and X

Estimated Completion Time: 6-10 hours

Materials Needed/Special Instructions: At the conclusion of the prerequisite modules the interns will choose to participate in this set of sessions or those described in Specification 2.1.2.4 or 2. 1. 2. 11

Objectives:

Given exposure to a high school in a Black community and to leaders in the Black community, the interns will:

— describe secondary curriculum in terms of minority student needs and learning styles; and

— portray the relationship of these needs to the Black community as a whole.

Learning Activities:

1. The interns will visit South Mountain High School.
   a. Observe school as it functions
   b. Observe learning styles of minorities
   c. Survey curriculum
   d. Survey activities programs
   e. Self awareness as an integral part of all course offerings
2. The interns will meet with prominent Blacks of Phoenix, Arizona.
   a. To establish personal lines of communication
   b. To emphasize the void of and need for relevant communication (media) to address cultural needs of Black people in Phoenix
   c. To ascertain their expectations of Teacher Corps
3. The instructor will act as a resource during these visits and small group sessions.

Assessment Plan:

1. Each Teacher Corps intern will be responsible for one specific area under Learning Activity #1. (observe and compile information)
2. Interns will meet with prominent Blacks, and relate to them data interns have compiled from visitation to South Mountain High School.
3. Interns will develop a plan of action based on information obtained during South Mountain High School visitation and outcome of discussion with prominent Blacks.
4. Interns will share data and plan of action to full group.

MODULE VII

Learner Disabilities — Introduction to the Exceptional Learner

Part VII of: The Exceptional Child

Prerequisites: none

Estimated Completion Time: 6 hours

Materials Needed/Special Instructions: See Learning Activities

Objectives:

1. Given the unique characteristics of the major exceptionalities the intern will be able to *differentiate* and *identify* these major exceptionalities in regard to social, psychological, personal and educational differences.
2. Given educationally relevant facts regarding the learning disabled child's total environment, the intern will be able to *identify* appropriate administrative planning for the child's education.
3. Given a list of terms unique to the education of the learning disabled, the intern will be able to *define* the terms and relate the terms to specific learning behaviors.

Learning Activities:

1. The major exceptionalities will be presented to and discussed, with the interns, in relation to the child's social, psychological and personal characteristics and how they effect that child's education.
2. Certain administrative plans for educating the exceptional learner will be presented to the intern for discussion.
3. Terms which are unique to the exceptional learner and one used to identify specific learning behaviors will be presented and defined with emphasis on the educational relevance.

The intern will be provided with an opportunity to relate their understanding of the unique terms with specific examples from their teaching experiences.

Assessment Plan:

1. The intern will demonstrate a knowledge of the major exceptionalities by identifying each exceptionality by some of its unique characteristics.
2. The intern will describe and compare some of the educationally relevant characteristics of the different exceptionalities.
3. The intern will delineate some environmental factors and their educational implications for the major exceptionalities.
4. The intern will name the appropriate administrative plans for the stated exceptionalities.
5. The intern will match terms with definitions as listed.
6. The intern will identify by exceptionality those terms that refer to that exceptionality.

MODULE VIII

Learning Disabilities — The Identification Process

Part VIII of: The Exceptional Child

Prerequisites: Module VII

Estimated Completion Time: 6 hours

Materials Needed/ Special Instructions: See Learning Activities

Objectives:

1. Given the three phase approach to the evaluation

and diagnosis of learning disabilities the intern will *identify* the various diagnostic processes and their application to specific learning disorders.

2. Given descriptions of the more commonly used diagnostic instruments the intern will identify the basic purpose for administering each test listed.

3. Given an example of a specific learning disorder the intern will be able to *name* the diagnostic tool most appropriate for diagnosing that disorder.

Learning Activities:

1. The three phases that are involved in screening and diagnosis of a specific learning disability will be presented and discussed in relation to the importance of each phase to the identification of specific learning disorders.

2. The most commonly used diagnostic instruments will be *presented* and described as to their use and usefulness in the identification process.

3. The intern will be provided examples of the diagnostic instruments with a general idea of the instruments components.

4. The intern will be given examples of what specific learning disorders may be identified through the use of the most commonly used diagnostic instruments.

Assessment Plan:

1. The intern will identify certain characteristics of the three phases of screening and diagnosing learning disorders.

2. The intern will identify certain terms that apply to the analysis of a learning problem.

3. The intern will identify information which indicates possible learning disabilities.

4. The intern will identify diagnostic instruments in relation to the specific learning disability that they diagnose.

5. The intern will match the diagnostic instrument to the general academic competencies dificiency commonly found in learning disabled children.

MODULE IX

Learning Disabilities — Educational Strategies

Part IX of: The Exceptional Child

Prerequisites: Modules VII and VIII

Estimate Completion Time: 6 hours

Materials Needed/Special Instructions: See Learning Activities

Objectives:

1. Given techniques for correcting visual dyslexia the intern will identify certain activities which are successful with a child who has reading disabilities.

2. Given techniques for correcting writing disabilities the intern will identify activities used for the remediation of these learning disabilities.

3. Given techniques for correcting children with arithmetic and mathematics disabilities the intern will identify activities which are effective in remediating dyscalcia.

Learning Activities:

The instructor will:

— describe to interns techniques used to remediate reading problems;

— describe to the interns activities used to apply the techniques in the successful remediation of specific reading disabilities:

— present and discuss techniques for correcting writing disorders;

— describe the various types of writing disabilities and activities which have been successful for remediation of these writing disabilities;

— describe techniques that are used to remediate arithmetic and mathematics disabilities;

— present the different types of functional deficits which are observed in the performance of children who have arithmetic and mathematics disabilities; and

— present and discuss some activities that effectively remediate dyscalcia.

Assessment Plan:

1. The interns will identify activities which constitute a successful educational strategy for the remediation of specific reading disabilities.

2. The interns will identify activities which are successful for the remediation of specific writing disabilities.

3. The interns will identify activities which are effective in the remediation of arithmetic and mathematics disabilities.

4. The interns will differentiate between activities for the remediation of reading, writing and arithmetic and mathematics disabilities.

MODULE X

Learning Disabilities — Classroom Organization and Management Techniques

Part X of: The Exceptional Child

Prerequisites: Modules VII, VIII, and IX

Estimated Completion Time: 3 hours

Materials Needed/Special Instructions: See Learning Activities

Objectives:

1. Given background in classroom management, the intern will:

— identify appropriate classroom organizational plans to effect change for specific learning disorders. The

organizational plans will consider the child's unique learning characteristics such as readiness, perceptual and motor abilities, and environmental factors; and

— develop an appropriate classroom organizational plan, when given a specific example of a learning disorder.

2. Given examples of specific learning disorders the intern will name the appropriate management techniques for each learning disorder.

Learning Activities:

The instructor will:

— present and discuss the basic classroom organizational plans with the interns;

— present and discuss the relationships between the basic plan and its expected effect upon the child;

— provide the intern with alternative examples and have the intern explore possible outcomes when new combinations to basic plans are administered;

— describe to the intern the most common intervention techniques; cause the intern to be able to differentiate with the techniques and their effectiveness with some specific learning disorders;

— provide the interns with an opportunity to explore new or combinations of influence techniques that may enhance management of specific learning disorders; and

— provide the interns with practice, and a hypothetical basis (in class), the competencies necessary to good classroom organization and management.

Assessment Plan:

1. The intern will identify appropriate classroom organizational plans when given examples of behaviors to be changed with specific learning disorders.

2. The intern will match unique learning characteristics with specific organizational plans.

3. When given a specific learning disorder the intern will be able to discuss possible appropriate organizational plans.

4. The intern will name or identify management techniques which are appropriate for given learning disorders.

MODULE XI

Learning Disabilities — Small Group Sessions

Part XI of: The Exceptional Child

Prerequisites: Modules VII, VIII, IX, X and Modules I, II, III, and V

Estimated Completion Time: 6-10 hours

Materials Needed/Special Instructions: At the conclusion of the prerequisite modules the interns will choose to participate in this set of sessions or those described in Specification 2.1.2.4 or 2.1.2.6.

Objectives:

Given the instruction in Modules VII through X as well as observations of LD classrooms, the interns will:

— discuss and present within the small group various LD diagnostic tools; and

— present to the full group selected LD diagnostic tools.

Learning Activities:

1. The instructor will present background and examples of the range of LD diagnostic instruments.

2. The interns will visit and observe the LD class at Westwood High.

3. The interns will discuss and present various LD assessment instruments in small group sessions.

4. The interns will select and visit additional LD classrooms.

Assessment Plan:

1. The instructor will observe interns during the small group activities.

2. The interns will present LD diagnostic tools to the full group.

3. The instructor and fellow interns will give feedback following the full group presentation.

Methods for Remediating Learning Disabilities — Rabe, Galvin

Teacher Corps
Arizona State University
Director: Alan Brown Phone: 602-965-6788

CURRICULUM DISPLAY

Course: Methods for Remediating Learning Disabilities
Graduate Number (S.H.): SP 462 (3 S.H.)
Undergraduate # (S.H.): SP 462 (3 S.H.)

Introduction

This course is organized in the *modular* format. That is, the course is made up of several independent learning experiences that are related to the course topic. Learners, primarily preservice teachers, move through the courses at their own pace completing modules, usually but not necessarily in sequence. Credit for the entire course is awarded upon completion of all modules.

Supporting materials are gathered by instructors to fit the learning activities and learning situation of each preservice teacher. General bibliographies are too large for inclusion here but include many of the same materials included under similar courses in this section.

Many teachers like this individualized approach because it allows them to fit more formal learning experiences into an already tight schedule. Some teachers will point out, however, that synthesis of such learning seems more difficult than it is in courses where processing learning occurs in groups. Their own evaluation suggests that careful attention to the *assessment* portion of each module is needed, and that some culminating experience is necessary.

Prerequisites: Completion of courses 1.1.1-1.1.3
Estimate Completion Time: 45 hours in 11-15 week period

MODULE I
Learning Disabilities
— Historical perspective, overview
— Development at elementary level
— Development at high school
— International, national, area perspective

MODULE II
The Secondary Level LD Student
— Characteristics and definitions
— Emotional involvements/considerations

MODULE III
Settings
— Public school
— Private school
— Work-study aspects

MODULE IV
Administrative Angles/Mechanics regarding the Establishment of Programming
— Pre-planning, implementation, scheduling
— Counseling component
— State regulations
— Unit/site considerations

MODULE V
Area Programs
— Resource personnel
— Observations

MODULE VI
The Referral Process
— Teacher/parent/counselor/student referral system
— Observational checklists/classroom observation
— Pre-counseling as to program needs/offerings
— Parent consultation/permission
— Securing records
— Previous evaluation/testing

MODULE VII
The Evaluation Process
— Preliminary staffing/review of referral
— Medical background, social, environment-school/home
— Previous school history
— Factors which bring about a decision to proceed with formal evaluation
— Informal evaluation techniques

MODULE VIII
Evaluation Instruments
— Historical perspectives
— WAIS, WISC-R, Stanford Binet and other projective measures: Bender Gestalt, TAT, Rotter, Personality Evaluation, Occupational Interest Inventory, Self-esteem checklist
— Academic: WRAT, PLAT, Reading/Spelling/Math Inventories
— Sensory: Malcomesius, Detroit, VMI/Berry, Goldman Fristoe Woodcock, Motor Orientation
— Participant input, test interpretation, case study development, preservice writing techniques

MODULE IX

To Remediate or Tutor?

— "Routing": Channeling, methods, appropriate supportive materials

— Development in each of the following areas: Visual, Auditory, Motor, Language extension/Reading/Spelling, Math Socialization/Behavior, Intra/Intersensory

— Demonstration teaching, role playing, designing progression

— Curriculum Adaptation: need vs. classes available/ modification

Module Specifications—Methods for Remediating Learning Disabilities

MODULE I

Learning Disabilities

Part I of: Methods for Remediating Learning Disabilities

Estimated Completion Time: 4-6 hours

Materials Needed/Special Instructions: See Learning Activities

Objectives:

1. Given specific information relevant to the historical development of the field of learning disabilities, the intern will be able to use said information as a reference base.

2. Presented specific contrasts, the intern will be able to identify said specific interrelated elements of learning disabilities and those of other exceptionalities within the field of special education.

3. Given relevant information as to the development of the learning disabilities concept at the elementary and high school levels, the intern will be able to identify generic and specific facts characteristic of said concepts.

4. Presented an international, national and area perspective of the status of learning disabilities, the intern will be able to utilize said information for reference purposes.

Learning Activities:

1. A historical perspective of the development of the field of learning disabilities will be presented.

2. Contrasts will be drawn as to the interrelatedness of the learning disabilities field with factors of other recognized sub-fields in special education.

3. An overview of the development of the learning disabilities concept within the elementary and secondary public and private setting will be presented. Opportunities for discussion and participant interaction as to observations and insights into these programs will be encouraged.

4. An international, national and state perspective of learning disabilities in general will be presented. Interns will have opportunities to share descriptions and insights as to on-site programs.

Assessment Plan:

1. The intern will discuss in class interaction the learnings and correlations of instructional objectives 1 and 4 and the perspectives and conclusions the intern has to share.

2. That the intern identify specific interrelated component characteristics of the field of learning disabilities and other identified fields of special education.

3. Have the intern identify specific factors existing within the learning disabilities concept in public and private school settings.

MODULE II

The Secondary Level LD Student

Part II of: Methods for Remediating Learning Disabilities

Prerequisites: Completion of Module I

Estimated Completion Time: 4-6 hours

Materials Needed/Special Instructions: See Learning Activities

Objectives:

1. Given characteristics and behaviors unique to the secondary level student identified as learning disabled, the intern will be able to identify said specific characteristics and behaviors.

2. Given terms and definitions as associated with students, programming and related field considerations, the intern will be able to define and apply selected terminology, definitions and stated considerations.

3. Given terms and definitions as associated with students, programming and related considerations, the intern will be able to use and relate said terms in discussion and overall general understanding of the identifiable nature of the secondary level learning disabled student.

4. The intern will be able to identify specific interrelated emotional and learning disability factors often prevalent with the secondary LD student.

Learning Activities:

1. The characteristics and behaviors associated with the secondary level LD student will be presented.

2. Certain terminology and definitions relevant to secondary level LD programming and/or recognized field considerations will be presented.

3. The emotional aspects and specific information on interrelated factors often correlated with learning difficulities in the secondary level LD student will be presented.

Assessment Plan:

1. The intern will identify specific characteristics and behaviors commonly identified with the secondary LD student.
2. The intern will define selected terms characteristic of the nature of the secondary level LD student, found within programming and/or associated with related field considerations.
3. The intern will describe and relate specific interrelated emotional and learning difficulties often occurring simultanenously with the learning disabled student.

MODULE III
Settings

Part III of: Methods for Remediating Learning Disabilities

Prerequisites: Completion of Module II

Estimated Completion Time: 4-6 hours

Materials Needed/Special Instructions: See Learning Activities

Objectives:

1. Given relevant information concerning the resource and self-contained service models, the intern will be able to identify, define and apply specific components of said service approach.
2. Given specific information relative to available auxiliary services the intern will be able to identify, define and cite advantages of components of the work-study and itinerant support service models.

Learning Activities:

1. The intern will be presented information about public and private school settings suitable for meeting the needs of secondary level learning disabled students. Included will be the resource and self-contained service models.
2. Alternative service programming will be presented with emphasis on work-study and prospective itinerant support services involvement.

Assessment Plan:

1. The intern will identify and define specific components of the resource and self-contained service models.
2. The intern will identify and define specific components of the work-study and itinerant support service models and site advantages of cross-programming relative to these alternative instructional approaches.

MODULE IV
Administrative Angles/Mechanics of Establishing Programming

Part IV of: Methods for Remediating Learning Disabilities

Prerequisites: Completion of Module III

Estimated Completion Time: 4-6 hours

Materials Needed/Special Instructions: See Learning Activities

Objectives:

1. Given information regarding the establishment and implementation of secondary level service models the intern will be able to identify and relate specific aspects of said considerations.
2. Given specific information relative to the importance and integration of the counseling component in secondary level programming, the intern will be able to identify specific understandings regarding the component and interrelate those aspects to the total programming of the secondary level LD student.
3. Given specific information regarding the regulation of learning disability programs the intern will be familiar with said rules and regulations and be able to identify and appropriately apply said considerations within the total scope of secondary level LD programming.

Learning Activities:

1. Certain administrative considerations regarding the establishment and implementation of secondary programming for learning disabilities will be presented. Collective and singular district/administrative level/campus aspects will be considered.
2. Aspects of the counseling component will be presented.
3. State of Arizona rules and regulations regarding the establishment and implementation of learning disability programs will be revised.

Assessment Plan:

1. The intern will identify specific components involved in the establishment and implementation of secondary LD programming.
2. The intern will identify, define and interrelate specific information regarding the advantages and integration of the counseling component.
3. The intern will identify and relate selected state rules and regulations governing learning disabilities programming.

MODULE V
Area Programs

Part V of: Methods for Remediating Learning Disabilities

Prerequisites: Completion of Module IV

Estimated Completion Time: 4-6 hours

Materials Needed/Special Instructions: See Learning Activities

Objectives:

1. Given opportunities for receiving information, interaction and discussion with area resource personnel, the intern will be able to gain a wider perspective of program implementation, contrasts among programs and specific information regarding program personnel, methods, techniques and materials with secondary level LD students.

2. Given opportunities for alternate site observations, the intern will gain information concerning program implementation, observe management techniques, expand knowledge of appropriate and adapted materials as well as have opportunity for discussion and interaction with site personnel.

Learning Activities:

1. The intern will have opportunity to attend a presentation utilizing resource personnel who will describe and relate general and specific information regarding the formulation, implementation and progress of respective area learning disabilities programs.

2. Opportunities may be available to participate in site visitations of on-going learning disabilities programs. If feasible, other site visitations separate from current Teacher Corps placement sites will be encouraged and assistance with site contact personnel will be available, if desired, through the instructor.

Assessment Plan:

1. The intern will submit one reaction paper summarizing insights and observations gained from the presentation(s) by area resource personnel. Interns will tailor observations to their respective needs and long range professional goals.

2. The intern will submit one reaction paper per site visitation relating observations and insights gained relevant to the respective visitation.

MODULE VI
The Referral Process

Part IV of: Methods for Remediating Learning Disabilities

Prerequisites: Completion of Module V

Estimate Completion Time: 4-6 hours

Materials Needed/Special Instructions: See Learning Activities

Objectives:

The intern will be able to specify components of the referral process, define said components and support reasoning for their necessity within a suggested referral system progression.

Learning Activities:

The intern will receive pertinent information regarding the establishment, implementation and progression of an effective referral system within the total process of secondary level LD programming. Specific elements to be considered will include:

— suggested teacher/parent/counselor/student referral system
— practical forms/formats/observational checklists
— observation techniques
— pre-program counseling
— parent consultation and securing permission for evaluation
— securing records
— consideration/review of previous evaluation

Assessment Plan:

The intern will identify, define and appropriately apply information pertaining to a suggested referral system.

MODULE VII
The Evaluation Process

Part VII of: Methods for Remediating Learning Disabilities

Prerequisites: Completion of Module VI

Estimate Completion Time: 4-6 hours

Materials Needed/Special Instructions: See Learning Activities

Objectives:

Given specific information regarding essential components within an evaluation phase, the intern will be able to identify and define specific components of said phase of secondary level LD programming.

Learning Activities:

The major essential aspects of an evaluation phase of programming placement will be presented. Emphasis will center on:

— staffing and referral review (if appropriate)
— medical background
— social implications
— school-home environment considerations
— previous school history
— factors affecting decision to proceed to evaluation phase
— review of informal evaluation techniques

Assessment Plan:

The intern will list specific components of the

evaluation phase and relate the relevancy of such information within the perspective of an intern's proposed program.

MODULE VIII

Evaluation Instruments

Part VIII of: Methods for Remediating Learning Disabilities

Prerequisites: Completion of Module VII

Estimated Completion Time: 4-6 hours

Materials Needed/Special Instructions: See Learning Activities

Objectives:

1. Given specific information regarding the development, use and cautions of selected measures presented, the intern will be able to identify said development, use and cautions prospectively utilize such information in situations requiring more generalized considerations.

2. Given relevant information regarding test make-up, reliability and validity factors and purported information gained by measurement process, the intern will be able to identify and define said factors and relate them to generalizations drawn during test interpretation and projective phases.

3. Given an opportunity to observe measurement techniques and mechanics of test administration, the intern will gain information concerning test administration and apply such information within his/her realm of occurring experiences.

4. Presented specific information regarding prescriptive techniques and projected outcomes, the intern will be able to recognize and define specific factors regarding the construction of a prescriptive progression.

5. Given three case studies representing varying cross combinations of characteristics, evaluation projections and program needs, and general information regarding said components, the intern will be able to more appropriately relate evaluation factors through the progression of applying prescriptive projections.

Learning Activities:

1. A historical perspective and specific information regarding development, use and cautions of appropriate and respected testing measures will be presented.

2. Relevant information concerning test content, reliability and validity factors and information to be gained applicable to the secondary level LD student will be presented. The following testing measures will be reviewed:

— WAIS, WISC-R, Stanford Binet

— Other projective measures

a. Bender Gestalt
b. TAT (Thematic Apperception Test)
c. Rotter Sentence Completion
d. Self-esteem checklist
e. Occupational Interest Inventories

— Academic

a. WRAT (Wide Range Achievement Test)
b. PIAT (Peabody Individual Achievement Test)
c. Selected reading/spelling/math inventories

— Sensory

a. Malcomesius
b. Detroit Tests of Learning Aptitude
c. VMI (Visual Motor Inventory) Beery
d. Goldman Fristoe Woodcock Auditory Tests (if available)
e. Motor Orientation

Selected demonstration testing sessions of the academic and sensory measures will be available for participants desiring this information and format approach. Presentations will be tailored to intern needs.

3. Specific information concerning forecasting techniques, inter/intra component(s) considerations and contrasts will be presented identifying and delineating factors which determine appropriate intrepretations.

4. Three case studies will be available for presentation to assist in the understanding of decision making regarding referral, evaluation results and program projections.

5. Specific information will be presented relating observations during evaluation, results and intrepretation of those evaluation results, proposed program projections and the formulation of specific prescriptions based on above presented case studies.

Assessment Plan:

1. The intern will identify and apply selected factors relative to the historical development of testing and measurement.

2. The intern will list specific cautions and concerns that need to exercised in the use and application of testing within total secondary LD programming.

3. The intern will be presented a hypothetical secondary LD student case study and from given information will design a total program that will identify, specify considerations and tentatively draw conclusions regarding pre-evaluation phases, project a tentative program inciuding academic, social and emotional projections and site suggestions for student, parent, teacher and community resource involvement. Emphasis will be on developing all areas/conclusions excepting the academic programming phase.

4. The intern will identify specific factors involved in the construction of a prescriptive program.

MODULE IX

To Remediate or to Tutor?

Part IX of: Methods for Remediating Learning Disabilities

Prerequisites: Completion of Modules I-VIII

Estimated Completion Time: 5-8 hours

Materials Needed/Special Instructions: See Learning Activities

Objectives:

1. Given information suggesting specific sensory intervention routes, the intern will be able to use said information in directionale formulation and refinement of individual student programming.

2. Given specific information relating to sensory/academic areas and opportunities to observe and interact with selected teaching demonstration sessions, the intern will be able to gain information relevant to the selection and use of techniques and materials appropriate in remediation and tutorial programming.

3. Given a suggested format for implementing, monitoring and evaluating an individual LD student's program, the intern will be able to utilize such sequenced approach within a potential teaching experience.

4. Following observation of demonstration sessions, utilization of Teacher Corps experience and drawing from previous individual experiences and reference bases, the intern will be able to construct a demonstration model utilizing sensory and/or academic modes and presenting role play situations emphasizing a student need, approach, specific task elements, review and evaluation format.

5. Given information involving secondary level curriculum modification, the intern will be able to use such information in an appropriate adaptation such programming to meet the unique, individual needs of the secondary level LD program.

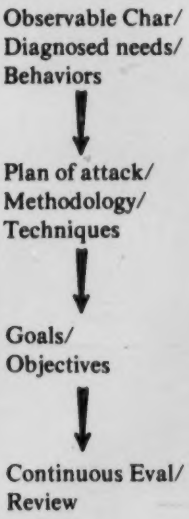
Learning Activities:

1. A review of factors which suggest specific sensory intervention routes that are considered during a student's prescriptive and program implementation phase will be presented. Emphasis will center on refining reasons for channel selections, techniques and materials selection.

2. Specific class sessions will offer suggested academic activities and opportunities to observe and interact with personnel and demonstration teaching settings to assist in the growth and development of expertise in the following areas:

— visual skills
— auditory skills
— motor skills (if applicable)
— language/reading/spelling
— math
— socialization/behavior skills
— intra/intersensory

3. A suggested progression for implementing, monitoring and evaluating a student's academic program will be presented. The format will include:



4. Interns will construct and role play a demonstration teaching model utilizing any of the potential deficit areas cited in instructional module #2.

5. Suggestions on secondary level curriculum adaptation and modification will be presented.

Assessment Plan:

1. The intern will identify specific factors which suggest the selection of appropriate channeling intervention.

2. The intern will identify the specific components of a program format and relate reasoning as to why such format may be beneficial for the secondary LD students.

3. The intern will prepare one reaction paper to the demonstration models presented by peers. The intern is encouraged to submit reactions on a demo presentation which is applicable to his/her current and long range professional goals.

4. The intern will utilize curriculum adaptation information within the formulation of program considerations of the required three case studies.

5. As a concluding activity, the intern will submit three case studies including the following components:

— a review of those factors listed under instructional section of Module VII;
— a statement concerning the student's referral;
— a review of evaluation completed and resulting intrepretation or the completion of required evaluation (if applicable);
— a progression similar to that suggested in #3 under instructional section of Module IX; and
— a review/evaluation statement, if applicable.

Peer Tutoring Training

Title of Course:	Peer Tutoring Training
Name of Project:	Oakland/Farmington Pubiic Schools
Project Director:	Jacqueline Lougheed Phone # 313-3[illegible]-3087
Developer	Musette El Mohammed
Suggested Student Group (s):	Students
Credit:	This course is given for no-credit
Format:	The course is given five times per week for ¾ hours for two weeks
Suggested Enrollment:	10-12 students
Purpose of the Course:	This training is designed to prepare junior high school students to tutor either their peers or younger children.
Course Objectives:	a) As a result of this training in peer and/or cross-age tutoring, students will be able to successfully tutor other students b) Better communication skills c) Increase self-concept d) Improve academic skills e) Establish empathy with another person f) To plan and then evalute their work g) Increase group cooperation
Materials Used:	Ideas gleaned from "Bucket Brigade," a parent volunteer group working with elementary children.
Instructional and Design and Delivery:	The course includes: lecture, seminar and discussion and field experience. The field experience consists of observation of elementary students.
Students Practice:	Role playing of a tutoring session — play games are developed so all tutors are skilled in each.
Instructors Coach Students In:	One on one coaching of students by instructor occurs. There is also group debriefing after each tutoring session.
Evaluation and Suggestions to Potential Users:	Operation of tutoring program begins in a few days. This will be the test of the training effectiveness. This was first tried out with junior high students in our Alternative Education Center. They are now tutoring kindergarten children at Gill Elementary School. While the opportunity to participate in cross-age tutoring was made available to AEC students, it was on a volunteer basis. However, all students wanted to participate and received the training. If interested in Training materials and Peer Tutoring Handbook, contact Oakland Project Director, Jacqueline Lougheed.

Interpersonal Communication Skills for Teachers — LaFleur

Title of Course:	Interpersonal Communication Skills for Teachers
Name of Project:	Maine Teacher Corps
Project Director:	Irene Mehnert Phone # 207-581-2644
Developer:	Daniel G. LaFleur Shibles Hall University of Maine Orono, Maine 04469 Tel. 207-581-2792
Suggested Student Group (s):	Inservice teachers
Credit:	This course is given for two credits
Format:	The course is given once per week for 2½ hours for ten weeks
Suggested Enrollment:	10 students
Purpose of the Course:	This course was designed to train teachers to be better listeners and communicators. It also aimed at providing teachers with a better understanding of their behavior in groups. The skills learned in this course should enable these individuals to be better teachers.
Course Objectives:	a) Identify effective and ineffective communication b) Demonstrate attending behavior c) Demonstrate open-ended questions d) Disclose appropriate aspects of self e) Give and receive feedback f) Identify self motivation in learning and teaching g) Identify typical group norms h) Identify social and personal obstacles to participating and learning in groups
Materials Used:	See attached bibliography
Instructional Design and Delivery:	The course consists mainly of seminar and discussion
Levels of Instruction:	This course includes the presentation of the following theory: Shutz's theory of group development along with the administration of the FIRO-B.
Demonstrations are given, such as:	Effective use of listening skills such as attending behavior and open-ended questions.
Students Practice:	Students were asked to pair up and practice effective and ineffective uses of listening skills.
Evaluation and Suggestions to Potential Users:	The format for each class consisted of a presentation of a skill or concept by the instructor, a group discussion of typical uses of the

skill or concept, and a videotape recall of the group discussion. This format worked quite well.

A weakness of this design is that it is important that the instructor have an understanding of typical group dynamics, development, and member roles.

Bibliography—Interpersonal Communication Skills for Teachers

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Egan, Gerard, *You & Me*, Wadsworth Publishing Co., Belmont, Calif., 1977.

Golembieski, R. T. and Blumberg, (eds), *Sensitivity Training and the Laboratory Approach*.

Ivey, Allen, *Microcounseling*.

Johnson and Johnson, *Joining Together*.

Jones and Pfeiffer, *Structural Exercises for Human Relations Training*.

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Kagan, N. and Krathwohl, D., *Studies in Human Interaction*. Educational Pub. Service, East Lansing, Michigan, 1967.

Luft, Joseph, *Of Human Interaction*.

Group Leadership Training

Dameron

Title of Course:	Group Leadership Training
Name of Project:	Teacher Corps Staff Development 79-80
Project Director:	Richard Sims Phone # 214-630-0586
Developer:	Joseph D. Dameron Professor of Counselor Education North Texas State University Denton, Texas 76203
Suggested Student Group (s):	Adamson, Pinkston, and the Dallas Co. Juvenile Dept.
Credit:	This course is given for no-credit
Format:	The course consists of eleven workshops all varying in time from two to six hours.
Suggested Enrollment:	25 students
Purpose of the Course:	The Group Leadership Training Staff Development Sessions focused on the dynamics of group behavior and social skill training. The value of group life is a most important element in the life of professionals, especially for teachers and juvenile staff workers who depend upon their skills in group functioning as a measure of their effectiveness — effectiveness that is largely determined by personal group skills and a fundamental knowledge of group processes. Assertiveness training is designed to demonstrate that individuals who are assertive can establish close, interpersonal relationships; can protect themselves from being taken advantage of by others; can make decisions and free choices in life; can recognize and acquire more of their interpersonal needs; and can verbally and non-verbally express a wide range of feelings and thoughts, both positive and negative.
Course Objectives:	a) To provide teachers and Juvenile Department staff members with a systematic analysis of group and assertiveness training effectiveness. b) To provide ample opportunity for try-out activities and exercises in which each participant will evaluate his/her relationships with students and clients which are worked with daily. c) To understand group decision-making. d) To evaluate communication within groups. e) To learn how to resolve controversy and conflict within groups. f) To be able to utilize problem solving behaviors in groups. g) To understand and apply the various approaches to group leadership. h) To learn the difference among passive, assertive, and aggressive behaviors.
Materials Used:	See attached bibliography

Instructional Design and Delivery:	The course consists of lecture, seminar and discussion, role playing and simulations.
Levels of Instruction:	Leadership theories were presented including autocratic, democratic and laissez-faire.
Demonstrations were given, such as:	Many demonstrations were conducted — participants were involved — class simulations were utilized.
Students Practice:	A group interactive game was used — Human Bingo to involve members in an introductory group experience.
Instructors Coach Students In:	Close tutorial attention was possible. Small class size provided for maximum class interaction.
Evaluation and Suggestions to Potential Users:	I feel that the major obstacle to this inservice staff development program was the day and time the session took place. The time was usually late in the afternoon and the day was usually Friday. This doesn't seem to be the best time for scheduling a program of this nature. Another problem was the lack of integration with the Dallas County Juvenile Department staff. While the inservice programs were held in the Juvenile facility, rarely did any of the juvenile staff members attend. It would have been beneficial to the school participants to have received their input. The cadre of teachers who attended were motivated and made ready application of their learning outcomes. I feel that the regular participants are quite willing to continue to work and grow in the area of Group Leadership Training. We made some good headway this year but there is a lot that still can be accomplished. Perhaps the most significant outcome from this experience has been the fact that teachers have an opportunity to share their concerns, problems, frustrations — and someone is willing to listen and assist. (Many comments were focused on the fact that they really needed to share with others their problems, and this inservice staff development provided that opportunity.)

Bibliography —Group Leadership Training

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2. Bloom, Lynn Z., Coburn, Karren, and Pearlman, *The New Assertive Woman,* New York: Delacorte Press, 1975.

3. Ellis, Albert and Harper, Robert, *A New Guide to Rational Living,* Hollywood, Calif., Wilshire Book Company.

4. Fensterheim, H., and Baer, J., *Don't Say Yes When You Want to Say No,* McKay Press, 1975.

5. Grissum, Marlene, and Spengler, Carol. *Woman-power & Health Care,* Boston, Mass., Little, Brown & Co. 1976.

6. Herman, Sonya J., *Becoming Assertive, A Guide for Nurses,* New York, N.Y., D. Van Nostrand Company, 1978.

7. Jakubowski-Spector, Patricia, "Facilitating the Growth of Women Through Assertive Training," *The Counseling Psychologist,* Vol. 5, Number 1, 1973.

8. Keyes, Ken Jr., *Handbook to Higher Consciousness,* Living Love Center, Berkley, Calif., 1975.

9. Newsletter of Assertiveness Behavior, P.O. Box 1094, San Luis Obispo, Calif., 93406.

10. Phelps and Austin, *The Assertive Woman,* San Luis Obispo, Calif., Impact, 1975.

11. Seattle-King County N.O.W. *Assert Yourself,* N.O.W. 2252 N.E. 65th Street, Seattle, Washington 98115.

12. Smith, Manual, *When I Say No, I Feel Guilty,* New York, N.Y. Bantam.

Dealing with Stress and Frustration

Title of Course:	Dealing With Stress and Frustration
Name of Project:	North Texas State University
Project Director:	Richard Sims Phone # 214-630-0586
Developer:	Thomas Reilly Asst. Professor of Education North Texas State University Denton, Texas Tel. 817-788-2547
Suggested Student Group(s):	West Dallas teachers and probation officers
Credit:	This course is given for no-credit.
Format:	There are 5-6 meetings per semester. All meetings were two hours in length with the exception of one all day session.
Suggested Enrollment:	10 students
Purpose of the Course:	The purpose of the course from my perspective was to identify for participants exactly what stress is — and is not. I included differences between a) stressors and stress, b) psychological vs. physical stress and c) provision of specific coping skills. If a participant successfully processed the information presented, that person should be much more aware of what stressors are in the immediate environment and should be able to recognize how to avoid specific stress.
Course Objectives:	a) Recognize stress and related symptoms b) Develop coping skills c) Increase awareness of manifestations of stress d) Be aware of the relationship between stress and burnout
Materials Used:	See attached bibliography.
Instructional Design and Delivery:	The course consists mainly of seminar and discussion but films and transparencies are used as regular supplements to course materials.
Levels of Instruction:	This course includes the presentation of the following theory: stress is the reaction of the body to *any* demand placed on it.
Demonstrations are given, such as:	Analogous situations are viewed on film.
Students Practice:	They take the coping mechanisms provided and utilize them in normal, daily activities.
Evaluation and Suggestions to Potential Users:	Information of the type delineated in my sessions is paradoxical; its strength is also its weakness. In order to process the material successfully, the participant must a) concede a need to do so, b) be willing to look introspectively for problem-solving and c) be willing

to accept the fact that the etiology of a particular stress does not always lie "with the other guy."

I would like to see the number of participants maximized at ten (10). Additionally, the time for these sessions should be an optimum time — not Friday afternoons.

Bibliography—Dealing with Stress and Frustration

NOTE: The reading materials listed on the reference list are basically stress related. I have attempted to provide you with a wide variety of books, journals and magazine articles. Those books listed in the "special" reference section are easy-to-read books illustrative of the hassles teachers have to universally cope with and how they cope with stress.

It is my hope that you have been able to internalize some of the material that has been presented and feel that you are now "more in control" of your coping skills. Good luck in your careers.

Anderson, N. & Marrone, R. Therapeutic discussion groups in public school classes for emotionally disturbed children. *Focus on Exceptional Children.* September, 1979, 12 (1), 1-14.

Brown, B. Stress. *Today's Education, 61,* September, 1972, 49-50.

Cassidy, K., Radovsky, V., Sylvan, L., & Wesolek, B. High anxiety. *Houston City Magazine,* July, 1979, 43-51.

Duffner, E., Long, N., & Fagen, S. Reducing stress of students in conflict. *Pointer,* 1979, *24* (1), 61-68.

Freudenberger, H. Staff burn-out, *Journal of Social Issues, 30* (1), 1974.

Levinson, H. *Executive stress.* New York: Harper & Row, 1970.

Maslach, C. Burned-out. *Human Behavior,* September, 1979, 16-22.

Maslach, C. and Jackson, S. Burned-out cops and their families. *Psychology Today,* May, 1979, 58-62.

Maslow, A. Toward the farther reaches of human nature. New York: Viking, 1971.

Morse, W. The helping teacher/crisis teacher concept. *Focus on Exceptional Children,* September, 1976, *8* (4), 1-11.

Pelletier, K. *Mind as healer, mind as slayer, (a wholistic approach to preventing stress disorders).* New York: Dell, 1976.

Pines, A. and Maslach, C. Characteristics of staff burn-out in mental health settings. *Hospital and community psychiatry, 29* (4), April, 1978.

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Rush, A. *Getting clear.* New York: Random House, 1973.

Selye, H. *The stress of life* (Rev. Ed.). New York: McGraw-Hill Book Company, Inc., 1956.

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Foster, H. *Ribbin', jivin', and playing the dozens.* Cambridge, Massachusetts: Ballinger Publishing Company, 1974.

Craig, E. *P.S. You're not listening.* New York: Richard W. Baron, 1972.

Kozol, J. *Death at an early age.* New York: Bantam Books, Inc., 1967.

Herndon, J. *The way it spozed to be.* New York: Bantam Books, Inc., 1968.

Classroom Management

Cottrell, Eagleson

Title of Course:	Classroom Management
Name of Project:	Atlanta Teacher Corps Consortium
Project Director:	Mae Armster Christian Phone # 404-766-7605
Developer:	Constance S. Cottrell and Clishie Eagleson Instructional Services Center 2930 Forrest Hill Drive S.W. Atlanta, Georgia 30315 Tel. 404-761-5411, Ext. 276 or 264
Suggested Student Group (s):	Classroom teachers
Credit:	This course is given for five quarter hours of increment credit.
Format:	During regular school months this course is given once per week for three hours for seventeen weeks. During summer vacation the course is given daily for two weeks, for five hours each day. This will equal 50 hours.
Suggested Enrollment:	30-40 students
Purpose of the Course:	To create and demonstrate effective approaches to classroom management whereby learning is maximized from good interpersonal relationships. Both teacher-student and student-student are targets. The teacher is the key to those relationships.
Course Objectives:	a) To explore the concept of Classroom Management as it relates to classroom discipline. b) To establish a theoretical foundation for dealing with disruptive behavior c) To plan and demonstrat simulated techniques/strategies for dealing with disruptive behavior d) To explore alternatives which encourage student involvement e) To view Classroom Management from a humanistic point of view f) To explore the possible impact upon discipline in the classroom as it relates to the Atlanta Public Schools *Discipline Policy* g) To explore ideas for parental involvement
Materials Used:	See attached bibliography
Instructional Design and Delivery:	The course includes: lecture, seminar and discussion, media utilization (print and non-print), and group activities/projects.
Levels of Instruction:	This course includes the presentation of the following theory: the way teachers relate or interact with their students affects how students behave, feel about themselves, and how they achieve in school. Teacher behavior and student self-concept can be enhanced through improved classroom management.

Demonstrations are given, such as:	Processes for application of strategies and techniques (activities) presented in course and stated in the model.
Students Practice:	Sections of Classroom Management Module (Tasks and Activities) are piloted/practiced in classrooms.
Instructors Coach Students In:	Instructors and Teacher Corps staff provide technical assistance (regular meetings) as follow-up to discuss, map strategies, suggest, etc., for effectively implementing activities in the classroom.
Evaluation and Suggestions to Potential Users:	Strengths of course. 1) Large blocks of time during summer months (5 hours per day) provide for many types of approaches (instructional design, delivery) for class presentations. This also demands good planning for effective and efficient use of time. 2) The two-week period (50 hours) also allows more free time for teacher during the summer because classes are not spread over a large period of time in order to receive five hours of increment credit (50 hours). Weaknesses (During regular school months): 1) Teachers are already tired at end of school day. 2) Course extends over too long a period of time. *Product Which Resulted From This Course:* Classroom Management Module was developed by the Teacher Corps staff and classroom teachers which is presently being piloted by twelve teachers in four site schools (three teachers per school). Memos, announcing the course, and including an attached registration form, were distributed to all teachers. Confirmation notices were sent to all applicants approximately two weeks before starting date for course. Incentive — The course (staff development) provides five quarter hours of increment credit (50 hours). Five quarter hours of study are required every alternate year for continued yearly advancement on the Teachers' Salary Scale. The course will allow teachers to advance on the salary scale.

Bibliography—Classroom Management

BOOKS

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Cooper, James M. et. al. *Classroom Teaching Skills: A Handbook.* Lexington: D. C. Heath and Company, 1977.

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Gnagey, William J. *Maintaining Discipline in Classroom Instruction.* New York: Macmillan Publishing Company, 1975.

Kounin, Jacob S. *Discipline and Group Management in Classrooms.* New York: Holt, Rinehart and Winston, 1970. (See Tanner, 1978, for reference).

Long, Lynette. *Listening! Responding: Human Relations Training for Teachers.* Belmont, California: Wadsworth Publishing, Inc., 1978. Emphasis on attitudes and philosophy by method and technique that teachers can use in the classroom. A "do it yourself" approach to training in human relations.

Maslow, Abraham H. *The Farther Reaches of Human*

Nature. New York: Viking Press, 1973. Excellent examples and definitions of terms, "self actualization," "peak experiences," and "hierarchy of needs."

Meihofer, Susan S., ed. *The Student and the Learning Environment.* Washington, D.C.: National Education Association, 1974. Discussion and suggestions for altering the classroom environment to improve the possibilities of learning as well as understanding interactions of students with students and students with teachers.

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Patterson, C. H. *Humanistic Education.* Englewood Cliffs, New Jersey: Prentice-Hall, 1973. Emphasizes the need for teachers to create a "non-threatening" environment for students' self-exploration. "These teachers are understanding (empathetic), elicit respect, and project genuineness.

Prutzman, Priscilla, et. al. *The Friendly Classroom for a Small Planet.* Minneapolis, Minnesota: Avery Publishing Group, Inc., 1978. A handbook on creative approaches to living and problem solving for children.

Rogers, Carl R. *On Becoming A Person.* Boston: Houghton Mifflin Company, 1961. Contains a series of papers on dealing with the tensions in human relations: client-centered therapy.

Simms, Richard L. and Boger, David. "Classroom Management that Works in Inner-City Schools." *Contemporary Education,* Fall 1978, pp. 24-28. Discussion of discipline problems frequently found in inner-city schools, and suggestions for dealing constructively with such problems.

Tanner, Laurel N. *Classroom Discipline for Effective Teaching and Learning.* New York: Holt, Rinehart and Winston, 1978. A practical guide of disciplinary concepts, practices and techniques for classroom management.

AUDIOVISUAL MATERIALS

Films

03000994 **Dealing with Discipline Problems.* 30 min. Color. Media Five, 1973. Demonstrates proven techniques for handling many of the most common school discipline problems.

03000995 *What is Discipline Anyway?* 29 min. Color. Media Five, 1973. Key educators provide a revealing montage of viewpoints around the central theme of school discipline.

Kits (Filmstrips and Cassettes)

KT371.102 *Classroom Group Management.* Color. National Education Association, 1974. Identifies the teacher's role as manager, focusing on the necessity to initiate a structure and provide consideration for all students in order to insure effective learning.

KT371.5 **Glasser's Ten Steps to Discipline.* 18 min. Color. Media Five, 1978. (T. C. Resource Center only). A witty presentation, with several classroom scenes, illustrating a ten-step approach to dealing with common discipline problems.

KT370.112 *Humanizing the Classroom: A Rationale for Opening Education.* Color. University of Florida, 1976. Basic beliefs of humanistic psychologists on such topics as self-concept, decision-making, rights and responsibilities and implications for education.

KT140 *Introduction to Value Clarification.* (Transparencies and cards) J. C. Penney, 1972. Strategies which explain the value clarification process and encourage thinking about value-laden choices. Focus is on two questions: (1) What is important to you? and (2) What do you value?

KT371.5 *Positive Discipline: Theory and Practice.* Parts I and II. University of Florida, n.d. Introduction to principles of behavioral psychology and classroom management strategies for practical application.

NOTE: Films are available in Atlanta Public Schools Film Library. Kits are available in Atlanta Public Schools Professional Library.

*Also available in Teacher Corps Resource Center (ISC).

Classroom Management

Young

Title of Course:	Classroom Management
Name of Project:	North Texas State University
Project Director:	Richard Sims Phone # 214-630-0586
Developer:	Jon Young Associate Professor of Education North Texas State University Denton, Texas 76203
Suggested Student Group (s)	Teachers, Aides
Credit:	This course is given for no-credit
Format:	The course is given at regularly scheduled inservice times: two hour sessions: six hour sessions.
Suggested Enrollment:	20 students
Purpose of the Course:	Assist teachers to be more conscious of the use of their behavior to deal with problem students. Teachers learn the use of reinforcement and punishment techniques as well as applying the principles of reality therapy.
Course Objectives:	a) Use Reality Therapy to resolve a student problem b) Apply reinforcement procedures to resolve a student problem c) Develop strategies for creating a positive classroom environment
Materials Used:	Mager Film on Reinforcement and Punishment Glasser Film on Discipline Glasser Film on Positive Environment
Instructional Design and Delivery:	The course consists mainly of seminar and discussion
Levels of Instruction:	This course includes the presentation of the following theories: reality therapy and behavior modification.
Demonstrations are given, such as:	Role play exercises on specific problems
Students Practice:	Role playing skills (and role analysis)
Instructors Coach Students In:	Instructor visits participant classes and assists teachers
Evaluation and Suggestions to Potential Users:	The course provided participants with the opportunity to discuss a variety of approaches to discipline and management and then to practice the approaches before meeting again. One weakness was the fact that new people were constantly joining the group.

Focus on Working Positively with Troubled Youth

Title of Course:	Focus on Working Positively With Troubled Youth
Name of Project:	Kanawha County Schools/West Virginia University Youth Advocacy Teacher Corps Project
Project Director:	Kathryn Maddox Phone # 304-345-1517
Developer:	Mike Yura Guidance and Counseling Allen Hall — West Virginia University Morgantown, West Virginia 26506 Tel. 304-293-3807
Suggested Student Group (s):	Community persons, teachers, administrators and interns
Credit:	This course is given for both credit and no-credit
Format:	One Saturday at South Charleston High School (5 hours); one Saturday camp retreat (5½ hours); five days at Cabell Youth Advocacy Center (25½ hours).
Suggested Enrollment:	25-30 students
Purpose of the Course:	This course is designed to pull together parents, community youth serving agencies, teachers, counselors, administrators, and Teacher Corps Interns: that in the end participants will understand the feelings and development of youth and how to deal with them in a positive manner, recognize the similarity of problems in home, school and community, pull together available resources for the benefit of students without overlapping services, and recognize that there is help for disaffected youth.
Course Objectives:	a) Recognize, define and understand problems, feelings, and actions of youth behavior problems, or youth who are dropouts or potential dropouts b) Demonstrate knowledge of management techniques and techniques to deal more effectively with troubled youth and interaction skills to deal more effectively with troubled youth. c) Talk and exchange ideas with parents, community persons and youth through forums and panel discussions dealing with preventive techniques for behavior problems, delinquency and dropout problems. d) Offer help to troubled youth by observing, demonstrating, and participating in counseling situations (real and simulated) under the direction of certified counselors e) Locate and utilize community resources which will assist teachers and parents in providing needed services for troubled youth, dropouts, and students who have behavior problems f) Individualize instruction and promote teacher-student interaction
Materials Used:	See attached bibliography

Instructional Design and Delivery:

The course includes: lecture, seminar and discussion, field experience and a weekend retreat at Camp Virgil Tate. Other field experiences consisted of small groups who accompanied youth agency representatives on home visits, to child shelters, crisis centers, etc.

Levels of Instruction:

This course includes the presentation of the following theory: Adlerian theory applied to counseling situations; logical consequences to behavior.

Demonstrations are given, such as:

1) Video tape of interview with problem student.
2) Panel of students from Cabell Youth Advocacy Center express feelings about traditional school settings and teacher behavior and reactions.
3) Youth agency personnel shared his/her agency function and related case studies. Personnel demonstrated activities during field trip.

Students Practice:

Class broke into small groups so that teachers and other participants could give examples of techniques that they use dealing positively with children either in the classroom or in the home setting. Groups observed, recorded and discussed perceptions of youth problems after field trips. Each participant submitted a written case study of a problem child and possible supportive activities that could promote positive behavior on the part of the child.

Evaluation and Suggestions to Potential Users:

In addition to training in guidance and counseling of youth in a positive manner, knowledge of available local youth agencies is invaluable. Field trips that allow participants to actually experience the workings of agencies and talk to young people involved cannot be replaced by lecture. Varying the setting of the workshop, such as a camp retreat and using a variety of activities where participants are talking, moving, doing, sharing and questioning, keep interest high. Media in various forms is well received.

Participants in this course were so diverse that more than one incentive was necessary. The best incentive was personal need and satisfaction. Parents and other community persons could receive CEU certificates from the University; two of the seven days inservice credit was available; or, three hour graduate credit could be received by those participating in all facets of the training.

Several spinoffs resulted from this course. One of the students from Cabell Youth Advocacy Center (sat on the panel of students who expressed problems to course participants) agreed to let Teacher Corps enroll him in a Youth Leadership Training program. The training was done by the Toastmasters Club and involved students from the two secondary schools in the project. A case study on this young man is attached.

The time spent with local youth serving agencies met with such a high degree of success that the work quickly spread. A highly excited Teacher Corps Community Council decided to have a "Spring Forum" in order that even more parents, teachers, and administrators could meet and learn more about one another's role and try to collaborate for the benefit of troubled youth in Kanawha County. The "Forum" will also serve as an appreciation dinner to tutors who have worked long and hard with 25-30 students throughout the year

and to students who faithfully accepted help and struggled to improve academically and socially.

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Issues in Education: Problems of Troubled Youth Lougheed, Lentz

Title of Course:	Issues in Education: Problems of Troubled Youth
Name of Project:	Oakland University/Farmington Schools
Project Director:	Jacqueline Lougheed Phone # 313-377-3087
Developer:	Jacqueline Lougheed, Linda Lentz, PDS Oakland University/Farmington Schools
Suggested Student Group (s):	School staff, Task Force Members and Community Volunteers
Credit:	This course is given for four credits
Format:	The course is given once per week for 3½ hours for 15 weeks
Suggested Enrollment:	35 students if demonstrations and role playing are used; unlimited if just a lecture series
Purpose of the Course:	To acquaint the class with current issues affecting teachers and youth, particularly Troubled Youth.
Course Objectives:	a) To present a view of youth as they are today and their relationship to society as a whole b) To learn what problems are facing youth and what it means to be a Youth Advocate c) To learn how agencies and institutions respond to disruptive and Troubled Youth d) To learn about educational philosophies and Intervention strategies that are appropriate for Youth in a variety of educational settings e) To examine how teachers, students and community can have efficacy in planning for the education of students f) To present current laws and their meaning for the classroom teacher and school g) To examine the effects of teacher effectiveness on job satisfaction
Materials Used:	No specific films, books or articles were requirements for the course. However, each student was required to write a paper on an issue of interest. Consequently, bibliographies differed for each student. Attached is a list of topics covered in the course and the speakers for each.
Instructional Design and Delivery:	The course includes mainly lecture and seminar and discussion
Demonstrations are given, such as:	Peer Tutoring, attitudes of teachers toward male and female students using chosen instrument
Evaluation and Suggestions to Potential Users:	The primary strength of this course is that it provides an exposure to a number of current issues in education and an opportunity to pursue an issue of interest in depth. It also is an excellent means of introducing teachers to the plight of Troubled Youth and provides a forum for discussion of prevention, intervention and reintegration. As instructor for the course, the major drawback I encountered was limited opportunity to interact with the students.

Research in Juvenile Justice and Education

Rabe, Galvin

Teacher Corps
Arizona State University
Director: Alan Brown Phone # 602-965-6788

CURRICULUM DISPLAY

Course: Research in Juvenile Justice and Education
Graduate Number (S.H.): SP 591 (3 S.H.)
Undergraduate # (S.H.): SP 498 (3 S.H.)

Introduction

This course is organized in the *modular* format. That is, the course is made up of several independent learning experiences that are related to the course topic. Learners, primarily preservice teachers, move through the courses at their own pace completing modules, usually but not necessarily in sequence. Credit for the entire course is awarded upon completion of all modules.

Supporting materials are gathered by instructors to fit the learning activities and learning situation of each preservice teacher. General bibliographies are too large for inclusion here but include many of the same materials included under similar courses in this section.

Many teachers like this individualized approach because it allows them to fit more formal learning experiences into an already tight schedule. Some teachers will point out, however, that synthesis of such learning seems more difficult than it is in courses where processing learning occurs in groups. Their own evaluation suggests that careful attention to the *assessment* portion of each module is needed, and that some culminating experience is necessary.

Prerequisites: none
Estimate Completion Time: 48 hours in 11-15 week period

MODULE I
Overview of the Juvenile Justice System
— History and philosophy of the JJS
— Major components of the JJS
— Discussion of current issues

MODULE II
Youth and the JJS
— Simulation of experiences going through JJS
— Discussion with ex-offender
— Discussion with staff members

MODULE III
Alternatives and the JJS
— Discussion of treatment alternatives
— Introduction to delinquency prevention, youth development and diversion programs

MODULE IV
Education and the JJS
— Schools contribution to the delinquency problem
— Schools contribution to solving delinquency
— Role of the teacher
— Education systems within the JJS

MODULE V
Research and the JJS
— Alternative research strategies
— Research problem selection
— Outline of proposal (problem and strategy)

MODULE VI
Research Tools
— Library and other published materials
— Survey design and data collection
— Data analysis and presentation

MODULE VII
The Research Project
— Collective effort at analysis of a problem relating to the community, the schools, and the JJS
— Focus on developing recommendation for team community project

Module Specifications—Research in Juvenile Justice and Education

MODULE I
Overview of The Juvenile Justice System

Part I of: Research in Juvenile Justice and Education

Prerequisites: Review of outline materials

Estimated Completion Time: 6 hours

Materials Needed/Special Instructions:

Objectives:

Given descriptions of problem situations the intern will name appropriate uses of community and/or juvenile justice resources and describe reason for alternative chosen.

Learning Activities:

The instructor will:

— describe to the interns the natural development process from birth to adulthood, identifying specific segments effecting the child's process through this continuum;

— provide the interns with examples of community resources which are available in Maricopa County which might provide support to the child as he or she moves through this process;

— describe to the interns the major historical and developmental areas which provide the purpose and framework of the present Juvenile Justice System; and

— provide the interns with a list of current issues and trends in the Juvenile Justice System which will be discussed in class.

Assessment Plan:

Give interns example situations of children experiencing behavioral problems. Ask interns to name appropriate community and/or Juvenile Justice resources which could be employed to help solve the problem. Ask interns to describe reasons for choosing the specific resources.

MODULE II

Youth and The Juvenile Justice System

Part II of: Research in Juvenile Justice and Education

Prerequisites: Successful completion of Module I

Estimated Completion Time: 9 hours

Materials Needed/Special Instructions: See Learning Activities

Objectives:

1. Given an orientation to the juvenile justice system, the intern will describe what a juvenile offender may experience as he or she is processed through elements of the juvenile justice system.

2. After engaging in an Attitudinal-Opinion Exercise, participants will share their attitudes and opinions about the juvenile justice system.

3. After hearing a panel presentation on different facets of the juvenile justice system; alternatives from within and without, participants will gain an overview of the intricacies of the juvenile justice system.

4. After viewing the film, "Youth in Trouble," participants will acquire a varied perception of the juvenile justice system.

Learning Activities:

1. Provide participants with a slide/tape presentation.

2. Participants will break into groups and participate in an Attitudinal-Opinion Exercise, followed by discussion.

3. Provide a panel presentation for participants covering the following areas:

— intake
— court process
— 8th Place
— Pre-Hab
— indigenous worker
— school liaison
— Youth Hearing Board/Parole

4. Show a film to participants depicting a varied overview of the juvenile justice system, nationally.

5. The intern will discuss with an ex-offender the experience of processing through the juvenile justice system.

6. The intern will discuss with representatives from elements of the juvenile justice system their role, function and purpose as it relates to delinquent children.

Assessment Plan:

1. Participants will have an opportunity to offer verbal feedback at the end of the presentation.

2. Ask interns to describe in brief essay form what an offender may experience as he or she processes through the juvenile justice system.

MODULE III

Alternatives and The Juvenile Justice System

Part III of: Research in Juvenile Justice and Education

Prerequisites: Successful completion of Module II

Estimated Completion Time: 3 hours

Materials Needed/Special Instructions:

Objectives:

Given an orientation to juvenile justice alternatives, the intern will:

— name alternatives *within* the juvenile justice system and describe positive and negative attributes to those alternatives; and

— name alternatives *to* the juvenile justice system and describe positive and negative attributes to those alternatives.

Learning Activities:

The instructor will:

— present to the interns specific examples of treatment alternatives being developed both locally and nationally within the juvenile justice system; and

— present to the interns specific examples of juvenile delinquency prevention and diversion programs being suggested or operating both locally and nationally.

Assessment Plan:

As a part of a group discussion each intern will describe either a delinquency prevention or diversion program or a treatment model currently employed in the

juvenile justice system. In addition, each intern will share with the group positive and negative aspects and their personal feelings as to the functionalism of the program.

MODULE IV

Education and The Juvenile Justice System

Part IV of: Research in Juvenile Justice and Education

Prerequisites: Completion of Modules I, II, and III

Estimated Completion Time: 3 hours

Materials Needed/Special Instructions:

Objectives:

Given a background in the juvenile justice system, the intern will identify specific areas of the juvenile justice system warranting the understanding and participation of the public schools and public school teachers.

Learning Activities:

1. The interns participating in the juvenile justice segment of this course will describe to the other interns: a) their personal view of the juvenile justice system, b) areas which they feel a teacher should understand and within which a teacher could participate in order to be more effective with delinquent and pre-delinquent youth.
2. The instructor will provide all interns an opportunity to discuss with and ask questions of the instructor areas of the juvenile justice system they wish to explore further or continue to have questions regarding.

Assessment Plan:

Each intern participating in the juvenile justice system will participate in a group presentation and discussion relating to their view of the juvenile justice system and the role of the public school and the juvenile justice system.

All interns will participate in a discussion period with the instructor and other interns relating to the teacher's role and understanding of the juvenile justice system.

MODULE V

Research and The Juvenile Justice System

Part V of: Research in Juvenile Justice and Education

Prerequisites: Completion of Modules I-IV

Estimated Completion Time: 9-12 hours

Materials Needed/Special Instructions:

Objectives:

Given background on research and the juvenile justice system, the intern will:

— identify a series of potential problems for study;
— select one problem; and
— select an appropriate research strategy.

Learning Activities:

1. The instructor will provide interns with an overview of the importance of research and various approaches — e.g., experimental, survey, comparative, historical, evaluative.
2. For each strategy discussed the instructor will provide interns with an example of the approach applied to a problem in one of the areas covered in Modules I-IV.
3. The instructor will discuss with interns the range of problems that might be covered in a research project and provide interns with a form for the outline of the research project.

Assessment Plan:

1. Ask each team to formulate together a joint research project and turn in an outline of the project.
2. The outline should indicate the range of problems considered, the specific problem focused on, the relationship of the problem to a potential community project for the team, and the research approach chosen.

MODULE VI

Research Tools

Part VI of: Research in Juvenile Justice and Education

Prerequisites: Completion of Module V

Estimated Completion Time: 12-15 hours

Materials Needed/Special Instructions:

Objectives:

Given an overview of various research tools, the intern will:

— select the tool or tools most appropriate to the problem selected for study; and
— master the tool(s) chosen.

Learning Activities:

1. The instructor will provide interns with an overview of the ways in which data may be used in testing hypotheses.
2. The instructor will review with interns appropriate tools for their project.
3. The instructor will provide a series of presentations on alternative ways for gathering and treating data, including:

— library and other published materials;
— survey design and development of questionnaires and interview schedules;
— statistical measures of central tendency and basic measures of dispersion; and
— data analysis and display.

Assessment Plan:

1. Interns (or research groups) will select tool(s) appropriate to their project.
2. Each presentation (see Learning Activities #3) will

include appropriate checkpoints, tests or other exercises, prior to completion.

3. Each research group will complete a methodological note to be added to its outline. This note will describe the research tool(s) to be employed.

MODULE VII
The Research Project

Part VII of: Research in Juvenile Justice and Education

Prerequisites: Completion of Modules I-VI

Estimated Completion Time: 15-20 hours

Materials Needed/Special Instructions:

Objectives:

Given the background of the previous modules, learners, working in research groups (teams) will:

— write a research proposal that reflects the background in research in education and juvenile justice and that shows promise in leading toward a team community project; and

— carry out and document the research.

Learning Activities:

1. Research groups will write and submit proposals.

2. Instructor will provide feedback and presentation or handout on writing research reports.

3. Research groups will carry out research and write report. Instructor provides technical assistance as needed.

Assessment Plan:

Research proposal and research report evaluated on design, relevance to education and juvenile justice, and relationship to potential community project.

School as a Social Institution: Social and Educational Policy

Meyers

Title of Course:	School As a Social Institution: Social and Educational Policy
Name of Project:	Vermont Teacher Corps
Project Director:	
Developer:	Herman Meyers Associate Professor College of Education and Social Services University of Vermont Burlington, Vermont
Suggested Student Group (s):	"Extern" (Teachers and Counselors Working in Group Homes in the State)
Credit:	This course is given for three credits
Format:	Weekend seminars (45 hours total) 6:30 p.m. Friday to 5:30 p.m. Saturday. Overnight accomodations were arranged at the Human Services Complex in Waterbury.
Suggested Enrollment:	20 students
Purpose of the Course:	The purpose of this course is to examine the effects of federal, state and local policy as these effects occur in each student's environment.
Course Objectives:	a) Analyze their organizations: school/group, home/community relations b) Identify sources of support at the community, state and federal levels c) Design model programs that fit the group home environment and meet state graduation requirements d) Demonstrate knowledge of the interrelationships between social and educational policy
Materials Used:	*Saul Alinsky Goes to War* Film *A Thousand Clowns* Film Also see attached bibliography
Instructional Design and Delivery:	The course includes mainly lecture and seminar and discussion. See attached guidelines for independent study.
Levels of Instruction:	This course includes the presentation of the following theories: social policy, educational law, interagency collaboration and networking.
Demonstrations are given, such as:	Film-slide shows by the students illustrating their settings
Students Practice:	1) Prepare an analysis of the learning environment and then design a program to enhance the educational environment 2) Grant proposal writing

Instructors Coach Students In:

Independent student contracts, (see attached project agreement)

Evaluation and Suggestions to Potential Users:

The particular format (weekends) is particularly appropriate for people who are working full time and are in a position where "taking time off" during the week is not appropriate. In Vermont the fact that the project is statewide means tremendous geographical travel distances. A partial listing of course projects:

"An Analysis of VSA 16, 1062" (the Vermont law assuring finance for juvenile education)

"A Model Group Home Outreach Program"

"A Juvenile Services Teacher Center Model"

"A Group Home/Public School Public Relations Program"

"A Youth Employment Information Program"

The context for development of this course is the juvenile services component of the Vermont Teacher Corps program, specifically, the attempt to identify and train a cadre of group home teachers in the skills and knowledge areas necessary for the development of individualized education programs for troubled youth. Course content is designed to meet minimum requirements for certification in regular elementary and secondary education with a special education endorsement. Externs selected for participation in this program come from varied educational and social service backgrounds and are located throughout the state from Burlington to Brattleboro. The group also includes the juvenile services component coordinator and four interns. Most of the group are currently enrolled or in the process of enrolling for the masters degree and will use this course as part of the foundations requirement.

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A Compentency-Oriented Community-Based Education Course

Doanes

Title of Course:	A Competency-Oriented Community-Based Education Course
Name of Project:	Atlanta Teacher Corps
Project Director:	Mae Armster Christian Phone # 404-766-7605
Developer:	James R. Doanes, Community Coordinator 2930 Forrest Hill Drive, S.W. Atlanta, Georgia 30315 Tel. 404-761-5411, Ext. 275
Suggested Student Group (s):	Classroom teachers, interns, parents
Credit:	This course is given for credit or for no-credit.
Format:	The course is given daily for two weeks (50 clock hours) — five hours per day.
Suggested Enrollment:	15-20 students (More by permission and arrangement. . . .)
Purpose of the Course:	This course is viewed in a broad political-sociological context. Primary attention is given to the various ways "community" can be defined in relation to both their social and legal responsibility and the values orientation of the public school system. The course focuses on the definitions of issues, and methodology employed to effect school-community relations; how the definition of community can influence school politics; dominant elements of the black community that may affect school organization; increased citizen participation in school policy-making; and components of various school-community relations programs.
Course Objectives:	a) To increase the knowledge about the issues involved in school-community relations and develop an understanding of the various strategies and models used to effect the issues b) To develop understanding of the techniques and methods used to study communities c) To develop skills in analyzing community problems and applying appropriate methods in realizing an effective school-community program
Materials Used:	*Films* —Problems in the Inner City Communities —Future Shock —Portrait of the Inner City —Neglected —Ciper in the Snow —Space Between People —To be Black *Articles* (Articles taken from local newspapers about the community)

	Books (see attached bibliography)
	Speakers (selected as needed — in our case, public school, university and community were represented.) —Dr. Sidney Estes (Atlanta Public Schools) —Dr. Denton (Atlanta University) —Mrs. Betty Harrison and Mrs. Leila Finney (Community Persons)
Instructional Design and Delivery:	The course includes: lecture, seminar and discussion and field experience. The field experience consists of a survey of the community to identify needs and interests and a visit to different areas in the community to develop a familiarity with people and resources specifically useful for teaching inner-city students.
Levels of Instruction:	This course includes the presentation of the following theory: realizing the development of a child's potential cannot be separated from the community in which he lives. The course places emphasis on the fact that the community is vitally important to the school.
Demonstrations are given, such as:	Community power structure, process for developing data collection instruments, others . . . and developing communication skills.
Students Practice:	Completing a survey of the community, interacting with parents, and other individuals living or working in the community.
Instructors Coach Students In:	The instructor was a part of the team who surveyed the community. Key people discussed some insights of the community.
Evaluation and Suggestions to Potential Users:	The course provides an opportunity for administrators, teachers, parents and interns (teachers in training) to gain insight into the methodology which served to strengthen the working relationship between school and its surrounding community. Also, the course resulted in increased interaction between parents, school officials, and community agencies. The course (modules) were designed to provide ongoing inservice. Data may also be collected from activities suggested in the course.

Bibliography—A Competency-Oriented Community-Based Education Course

INSTRUCTIONAL SERVICES CENTER

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ATLANTA UNIVERSITY

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Summerfield, Harry L. *The Neighborhood-Based Politics of Education.* Columbus, Ohio: Charles E. Merrill Publishing Company, 1971.

*Books on reserve

Education for Intercultural Understanding

Title of Course:	Education for Intercultural Understanding
Name of Project:	Maine Youth Advocacy
Project Director:	Irene Mehnert Phone # 207-581-2644
Developer:	Jim Toner Maine Teacher Corps University of Maine Orono, Maine 04469 Tel. 207-581-2644
Suggested Student Group (s):	University of Maine at Orono, College of Education, undergraduate and graduate students
Credit:	This course is given for three credits
Format:	This course is given once per week for three hours for fifteen weeks
Suggested Enrollment:	15 students
Purpose of the Course:	To explore and practice Education that is Multicultural. *Education that is multicultural* is a concept that is little realized today yet much maligned in some quarters. Unfortunately the concept is too often confused with multicultural education. Using "multicultural" as an adjective modifies "education" thus limiting effect. Whereas, the "multicultural" that might pervade the whole of the educational experience is the true spirit of the multicultural message in praise of cultural pluralism. *The objective of education that is multicultural* is to reduce racism, sexism, ageism, handicapism, classism and ethnocentrism. A segment of society would favor heating up the old melting pot and making people more alike. Another segment would proposed the theory which praises diversity and views "variety as the spice of life." The student of education that is multicultural would look forward to the experience of bringing diverse groups together and facilitating an atmosphere of mutual self-respect. Mutual self-respect is an important key to providing for an awareness of the benefits of cultural pluralism. For students, teachers and administrators to be supportive of the spirit of education that is multicultural, as a pervasive theme embroidered throughout the curriculum, is to recharge our energies in the words of John F. Kennedy, "as citizens of the world" and advocates of intercultural understanding within the climate of our schools.
Course Objectives:	a) Students will participate in a multicultural research project b) Students will help each other learn multicultural concepts c) Students will be able to recognize traces of racism, sexism, ageism, classism, handicapism and ethnocentrism in education. (See attached self-evaluation) d) Students will gain a repertoire of multicultural mehtods to improve the school climate

e) Students will be able to develop Cultural Competency Treatment Plans
f) Students will participate in a series of field-based multicultural experiences
g) Students will gain a working understanding of Education That Is Multicultural especially as related to Education As A Moral Enterprise and Feeling and Fantasy In Education.

Materials Used:

See attached bibliography

Instructional Design and Delivery:

The course includes: seminar, discussion, simulation, role playing, work groups and Alternative Educational Experiences That are Multicultural. Field Experiences: Co-directing cross-cultural simulations in schools; meeting with school planning committees to discuss education that is multicultural; testifying at various hearings on behalf of educational leadership that is multicultural; conducting lessons using fantasy and feeling in education that is multicultural; attending a variety of multicultural meetings, e.g. Black Student Group, Franco-American Symposium, Volunteer Refugee Program, Group Home, Native American Student Group; interviewing a gay or gay rights advocate, an Iranian, an ex-drug abuser, a racist, a sexist, an ageist, a classist, a handicappist, and ethnocentrist.

Levels of Instruction:

This course includes the presentation of the following theory: Cultural Competency and the development of a Cultural Competency Treatment Plan which includes: (1) a behavioral description; (2) a list of Cultural Competency Handicaps; (3) a list of Cultural Competency Behaviors (goals to be developed: interpersonal, intrapersonal and instrumental); (4) a list of Cultural Competency Activities to develop skills in multicultural articulation.

Demonstrations are given, such as:

Geronimo Jones, directed by Bert Salzman.

Filmed at the Papago Indian Reservation in Arizona. (The Many American Series, Learning Corporation of America). Geronimo is a young Indian boy caught between two worlds. His grandfather (a real-life descendent of the great Apache Chief Geronimo) tells him of the past, giving him a deep sense of pride in his heritage. His cousin, an astronomer at a modern scientific observatory, looks to the future. The film demonstrates the problems of cultural conflict, acculturation, stereotyping and exploitation. It leaves the discussion and interpretation to the viewer.

BaFaBaFa. A Cross Cultural Simulation by R. Garry Shirts.

This simulation allows the director (teacher) to surface the feelings, anxieties, misperceptions, and counter-productive attitudes of people who by choice or circumstance are required to interact with another culture or subculture.

Students Practice:

Students review *In Praise of Diversity: Multi-Cultural Classroom Applications* (Grant, 1977) *and Helping Kids Learn Multicultural Concepts: A Handbook of Strategies* (Pasternak, 1977).

With this base, the students develop new strategies and practice them in class and in the field.

Instructors Coach Students In:

One-on-one coaching of students by instructor or other students in multicultural research design, questionnaire development, inter-

viewing skills, and categorization, analysis and presentation of data and recommendations for further research.

Evaluation and Suggestions to Potential Users:

The course works well in the following format (meetings #3 and #4 are reserved for those cultures that are represented in the local neighborhoods): *Education for Intercultural Understanding*

1st Meeting: EDUCATION THAT IS MULTICULTURAL
2nd Meeting: BAFA BAFA, A CROSS CULTURAL SIMULATION
3rd Meeting: THE SCHOOLING OF THE NATIVE AMERICAN
4th Meeting: CANADIAN/FRANCO-AMERICAN SEMINAR
5th Meeting: FANTASY AND FEELING IN EDUCATION THAT IS MULTICULTURAL
6th Meeting: EXPERIENTIAL INTERCULTURAL EDUCATION
7th Meeting: EDUCATIONAL LEADERSHIP THAT IS MULTICULTURAL
8th Meeting: THIRD WORLD WOMEN: PANEL AND DISCUSSION
9th Meeting: CULTURAL COMPETENCY
10th Meeting: SKITIKUK: AN ALTERNATIVE EDUCATIONAL EXPERIENCE THAT IS MULTICULTURAL
11th Meeting: MULTICULTURALISM AND SCHOOL CLIMATE
12th Meeting: RACISM, SEXISM, AGEISM, CLASSISM, HANDICAPISM, ETHNOCENTRISM IN EDUCATION
13th Meeting: HELPING KIDS LEARN MULTICULTURAL CONCEPTS
14th Meeting: MULTICULTURAL RESEARCH
15th Meeting: EDUCATION THAT IS MULTICULTURAL AS A MORAL ENTERPRISE

Questions raised by this course: (Education That is Multicultural = EMC): Does multicultural education imply different goals for different groups or individuals living in different parts of the country? In a teacher education program, how does one challenge poeople enough with the idea of EMC that they are willing to confront their own biases? How do people transcend the "White guilt" syndrome in order to live with others on a more open basis?

Since the influence of the majority culture is pervasive throughout the entire society, does this mean that it should not be included in EMC? For example, Geneva Gay tells a group at AATE (1979) about a naive Anglo co-ed who was walking through a Black section of town. A man said to her, "Say, Momma! What's happening?" She was offended/upset. Gay's point was that the woman should have been sensitive to the fact that the man's comment was not intended to be threatening. The question is: How was that line drawn? Should not the man have been sensitive to the woman in that he should have known that his comment would have been taken as a threat. Is it possible to be into the spirit of EMC and still draw the line? "Blacks, Catholics and homosexuals are fine just as long as my kid doesn't marry one."

Social-political action is increasingly becoming an objective of education in the U.S. Students are being asked to analyze and clarify their values on controversial issues and take a stand. Can this view be compatible with EMC's theme, "in praise of diversity," in terms

of religious cults, women's liberation and the ERA, gay culture, gay power, drug culture, etc.? How does one involve the university faculty in the institutionalization of multicultural education.

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Morris, Lee, et. al., *Extracting Learning Styles from Social/Cultural Diversity: A Study of Five American Minorities,* Southwest Teacher Corps Network, 1978.

Pasternak, Michael G., *Helping Kids Learn Multi-Cultural Concepts: A Handbook of Strategies,* Nashville Consortium Teacher Corps, Nashville, Tennessee, 1977.

Thompson, Thomas, ed., *The Schooling of Native America,* American Association of Colleges for Teacher Education in collaboration with The Teacher Corps, U.S. Office of Education, Washington, D.C., 1978.

Tiedt, Pamela L. and Iris M., *Multicultural Teaching: A Handbook of Activities, Information and Resources,* Allyn and Bacon, Boston, Mass., 1979.

Van Brunt, Vida L. Milton, *Black Students in a Multicultural Setting: Implications for Teacher Effectiveness,* Institute for Cultural Pluralism, San Diego State University, 1979.

Young, Lauren S., *Education That Is Multi-Cultural: WYAWTOK BWATA,* Teacher Corps Associates, University of Wisconsin, Madison.

Teaching and Understanding the Culturally Different

Dever

Title of Course:	Teaching and Understanding the Culturally Different
Name of Project:	North Texas State University
Project Director:	Richard Sims Phone # 214-630-0586
Developer:	Wayman T. Dever Professor of Education North Texas State University Denton, Texas 76203 Tel. 817-788-2231
Suggested Student Group (s):	Classroom teachers, administrators, librarians, student teachers, and support personnel
Credit:	This course is given for three credits or for no-credit
Format:	The couse met on designated staff development days.
Suggested Enrollment:	35 Students
Purpose of the Course:	The goal of education in contemporary society must be to develop individuals who are open to change and who are flexible, adaptive, and receptive. This of necessity means introducing students to the great diversity of lifestyles which our multicultural heritage embraces.
Course Objectives:	a) Teaching values which support cultural diversity and individual uniqueness b) Visiting, getting to know and building a relationship with a family of a different race than our own c) Preparation of a module specifically oriented toward multicultural teaching for a minimum of six weeks d) Developing a more positive attitude toward minority pupils as indicated by their behavior in the classroom and the community supported by a minimum of two case studies e) Working in teams, in specific academic areas, will update, revise and modify their curriculum guies to reflect the culturally diverse nature of the community and American society f) Examining their own prejudices, biases, myths and stereotyping germane to minority pupils and their cultures
Materials Used:	See attached bibliography
Instructional Design and Delivery:	The course includes: lecture, seminar and discussion and field experience. The field experience consists of a visit to the Juvenile Detention Center and the Marillac Social Center.
Levels of Instruction:	This course includes the presentation of the following theories: learning theories, personality theories and social dynamics.
Demonstrations are given, such as:	Simulations of teacher-parent conferences

Students Practice:

Communication and Human Relations Skills

Evaluation and Suggestions to Potential Users:

The total effectiveness of this course cannot be assessed until we observe teachers working with and relating to minority pupils and their parents. A valid assumption however is: having become more sensitive to cultural pluralism, having experienced personal growth, having revised their curriculum guides and experienced a multicultural curriculum, these teachers will behave in a more positive and productive manner.

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Brown, Frank E., *Adventuring in the City*, Globe Book Co., Inc., (New York, 1968). Short, easy to read stories about black, white and chicano teenagers. Vocabulary and comprehension questions for each story. (5-11th).

Cade, Toni, ed., *The Black Woman, An Anthology*, Signet Books, Inc., (New York, 1972). An inexpensive collection of modern songs by black, Indian and white artists: The Fifth Dimension, Buffy Sainte-Marie, Carole King. (6-12th).

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Volunteer Training

Riuter, Brown

Title of Course:	Volunteer Training
Name of Project:	Oakland University/Farmington Public Schools
Project Director:	Jacqueline Lougheed Phone # 313-377-3087
Developer:	Richard Riuter, Site Coordinator Bruce Brown, Alternative Education Coordinator Tel. 313-377-3087
Suggested Student Group (s):	Volunteer Corps
Credit:	This course is given for no-credit.
Format:	The course is given for 12 hours spread over one month with bi-monthly followup meetings.
Suggested Enrollment:	20 students
Purpose of the Course:	To increase the communication skills of the adult volunteers
Course Objectives:	a) Volunteers will be able to listen to students and give feedback in a nonjudgmental way b) Volunteers will increase their understanding of Troubled Youth
Materials Used:	Not listed
Instructional Design and Delivery:	The course includes: lecture, seminar and discussion and field experience. Also, empathy training, role playing and decision-making.
Levels of Instruction:	This course includes the presentation of the following theory: Rogerian theory of active listening.
Demonstrations are given, such as:	Included in empathy training
Students Practice:	Empathic listening
Instructors Coach Students In:	Immediate feedback given during role playing sessions. Group and individual sessions were planned to give feedback and suggestions after student interaction began.
Evaluation and Suggestions to Potential Users:	Strength — role playing to practice and observe one another —Builds group unity around specific objectives —Helps open up communication among participants —Helps define role of the volunteer Weakness — Completely voluntary so participation is limited to person's availability —Should have had student involvement in activities which would open up communication between adults and students in earlier stages —Need more organized plan to deal with feelings and crises as adults become involved with students

II. Models

Introduction: Model programs are attempts at intervention currently being tested at Youth Advocacy projects. The sampling of models represents the commitment of Youth Advocacy projects to demonstrate methods and techniques for working with youth and their communities.

Each model is described in terms chosen to help others understand how the program might be replicated. Models are presented in a monologue response to the following questions:

1) What is the setting or location of this model?
2) How would you describe this model?
3) Did the model make a difference?
4) Who might use this model?
5) Is the model replicable?
6) How should the model be modified?

Upon getting a sense of what the model is about readers may wish to contact the model's project director. Names and telephone numbers are attached to each model.

Preview:

The models may be conveniently grouped into three major classifications:

— Models for Inservice or Staff Development
— Models for Program Development That Directly Affects Troubled Youth
— Models for Community Involvement

In the first category, the Atlanta Projects explore a systematic rotational training design that accommodates to a variety of school schedules. The Arizona Models present designs for school improvement teams and teacher competency assessment. The Vermont program explores the issues inherent in parity decision making.

In the second category, Youth Oriented Programs, the West Virginia program treats a strategy high on the list of priorities for many school administrators, namely in-school suspensions. The Michigan project produces a thorough description of Student Initiated Activities as a strategy for building pride, feelings of usefulness and importance among youth. Finally, the Texas project has developed a G.E.M. of a program designed to increase attendance among potential dropouts.

A third category of model programs is community oriented. North Texas State is currently experimenting with courses for community members that bring them into the school and provide them with what they say they want, new skills.

A Consultants/Clients Rotational Design for an Inservice Education Model

Christian

THE ATLANTA TEACHER CORPS
Model Program
A Consultants/Clients Rotational Design for
An Inservice Education Model

Introduction:

This inservice education model simultaneously addresses at least four major concerns of inservice training. First of all, the prototype is designed to be sensitive to assessed needs. Secondly, the model considers the growing concern about releasing large numbers of educational personnel from their assigned locations — during the work day. Thirdly, the model has been planned around the intent of lessening the interference with continuity of learning for students. Finally, consultants are forced to demonstrate, apply, and evaluate the efficacy of their offerings — within the learning environment.

Developed by:
Dr. Mae Armster Christian, Director
The Atlanta Youth Advocacy Teacher Corps Project
2930 Forrest Hill Drive, S. W.
Atlanta, Georgia 30315
Tel. 404-766-7605

Glossary

ACTION PLAN — a visible, specific, closely-related and systematic conceptual guideline developed around planned goals, objectives, activities, resources, constraints, datelines, and evaluation.

CLIENTS — recipients, "takers," involved participants, learners, those seeking to benefit from the offerings of the inservice effort.

CONSULTANTS — inservice participants who are considered as inservice staff/resource persons charged with incorporating and insuring the fit of their contributions into the key inservice theme and objectives of the program.

PARTICIPANTS — all persons intimately involved as learners, and affected by inservice activity.

PRACTICUM (workshop/-practicum) — objectives-based, specific, orderly and systematically-prescribed processes of field-based interaction, activities, practices, work and evaluative techniques engaged in among participants.

SITES — those Atlanta Public Schools and juvenile justice locations serving as hosts to the Teacher Corps project.

SPECIALTY — refers to specific subject, idea, concerns or problem-based inservice effort (i.e., values clarification workshop, seminar, etc.).

Setting the stage:

Rationale — The basic elements of the model places consultant and client within the learning environment — simultaneously with troubled youth and those persons charged with providing for these troubled youth. Within the environment, problems and concerns are real, visible and have meaning. Direct application of theory becomes immediately possible.

Target population — Educators, parents, students.

How does it specifically address troubled youth? Rethinking the training of existing educational personnel, parents and students aimed at how each perceives the other and how each perceives his or her individual needs in the context of today's universe is a valid concern. The elements of this model contain procedures, processes and techniques which will prove much more responsive than ordinary approaches to inservice training.

Description of the Model

The model has been planned with the continuity of learning for students, and the provision of opportunities for consultants to demonstrate and participants to relate what has been "learned" to the actual school or classroom situation. Basic objectives and outcomes follow:

Objective 1.

To administer and analyze a needs assessment (Teacher Questionnaire).

Outcomes

— Data demands will be funneled into the team plannings (school teams and consultant teams) to be incorporated into program strategies, including dialogue/inquiry (examination of questions, ideas, additions, needs, etc.).

— Assessed needs will determine inservice training program/schedule.

Objective 2.

To implement inservice activities.

Outcomes

— Teams of consultants and staff will conduct three-day sessions of specialty workshops/practicums at site schools.

Day 1 (Specialty workshops to include orientation, theory, planning, etc., off-site).

(1) Teams of teachers and/or administrator will be released for orientation, cognitive/affective learnings, planning for specific in-classroom or in-school activities.

(2) Individual action plan development (consultant teams will develop plans with each teacher or administrator for working with them in this setting).

Day 2 and 3 (on-site practicum)

— Practical application of previously studied theory.

(1) Consultant team to be in residence at site schools to further plan with educational personnel in the classroom or administrative setting, to engage in procedural activities, critical analyses and/or a teach-reteach evaluation situation.

(2) Other activities will revolve around observation, analysis amelioration of critical incidents.

— Supply personnel as members of team.

(1) Supply personnel to be provided for each participating teacher.

(2) Classroom teacher will be "free" to work with consultant and/or staff members while supply person manages or assumes responsibility for the students.

Objective 3.

To apply an ongoing evaluation of the process. Systematically planned follow-up and recycling done at regular intervals.

Final Outcomes:

To have trained five staff members per workshop from each school, via rotation, in a specific skill area — to include both theory and practicum — until entire school staffs have been trained.

To have each five-member school team develop action plan for their particular skill area.

To produce and disseminate a descriptive analysis — in writing — of the entire process.

Did it make a difference?

Yes. Administrators are most receptive to the concept of rotation in and out of faculty. Teachers feel very positive. Consultants expressed "growth."

Who can use it?

LEA's, IHE's, Parents, Community Agencies, Students.

How replicable is it?

Advantages —

— Forces the theorists and practitioners into direct confrontation with the real world of the "pros" and "cons" of school life.

— Everyone grows in self-enhancement.

Disadvantages

— Rotational design may inhibit possibility of all affected personnel rotating through the experience within a "reasonable" period of time. Long-range planning will ameliorate the problem.

How would you modify it?

Too early to determine.

Suggestions for potential users.

Try the model; revise — as needed.

What other group (individual) has used similar concepts, programs, etc.?

None — to my knowledge.

Where can such programs be located?

"A Consultants/Clients Rotational Design . . . Inservice Education Model," Atlanta Teacher Corps, 1979-1980, Atlanta, Georgia — Drew Elementary School, East Atlanta High, Murphy High School and Youth Development Center (an incarceratory institution).

Comprehensive School Improvement and Staff Development

Brown, Rabe

MODEL PROGRAM
Comprehensive School Improvement and
Staff Development

Introduction:

The Comprehensive School Improvement and Staff Development Program is a training program designed to establish collaborative school improvement teams. In a series of initial training events the teams are instructed in group process skills, methods of systematic problem solving, and program and policy development techniques. The teams are charged with working as on-going designers and implementors of school improvement and staff development activities for their schools, focusing on the overall goal of improving school climate. It is hoped that the collaborative school improvement team concept will be formally integrated into the district school systems in the Phoenix metropolitan area.

Developed by:
Alan Brown, Director
Bonnie Rabe, Associate Director
Arizona State University
College of Education
Teacher Corps Office
Tempe, AZ 85281

Rationale:

The training design is based on an organizational development model which proposes that all members of the system must be involved in the change process in order to achieve successful system change. This model assumes a horizontal power structure in which decision-making authority is shared equally by the members of the system. Thus, the school improvement teams are composed of administrators (usually the principal), parents, teachers, and students from the schools, all operating on a parity principle.

Target Population:

The efforts of the school improvement teams are directed toward improving school climate by providing programs and services that are more responsive to students. While, ultimately, the target population is students, other groups may be involved in the process of improving school climate. These groups include school staff, parents and other community members, social service agencies, and institutions of higher education.

How does it address troubled youth?

Problems of troubled youth exist inherently in problems of inner-city public schools. As school improvement teams identify and design solutions for school problems, they are at the same time addressing the needs of troubled youth. For example some of the most common problems identified by teams have been high drop-out rate, instability of students home environments, and lack of responsiveness from systems that are supposed to help troubled youth. Programs designed to solve these types of problems to improve school climate simultaneously help troubled youth.

Description of the Model:

Objectives

1. School improvement teams will identify problems in their schools, design and implement solutions, and evaluate the effects of those solutions.

Indicators:

— reorganization of existing programs
— implementation of new programs
— participation in policy development both in school system and related outside systems.

2. The school improvement teams will establish and maintain a set of organizational procedures to insure effective functioning.

Indicators:

— equal participation of all team members
— decision-making by consensus
— established meeting procedures
— commitment of team members to goals
— use of available resources.

3. The school improvement teams will establish an effective communication system with the site population, outside groups and Teacher Corps.

Indicators:

— mechanism for participation by relevant non-members (e.g., community, juvenile justice system, social service, agencies, other role groups)
— active solicitation of input from relevant non-members
— participation of relevant non-members in SIT activities.

Outcomes

The projected outcomes of the activities of school improvement teams are stated below:

1. Modification of policies and practices which limit full educational opportunities of youth (e.g., tracking, ability grouping).
2. Adoption of school policies, procedures, and

practices which limit referrals of youth to the juvenile justice system, reduce pushouts and dropouts, and limit expulsions and suspensions.

3. Establishment of policies, procedures, and programs which provide for protection of rights and assure due process in disciplinary actions.

Delivery

The Comprehensive School Improvement and Staff Development Program is delivered through a series of training events. Although the events could be scheduled in a variety of formats, the ASU Teacher Corps project chose to conduct three two-day events over a seven month period.

Consultants with expertise in the area of organizational development were brought in to conduct the sessions. They delivered general instruction to the large group, and teams separated into small groups to work on the development of plans for their specific sites. Group facilitators directed the small group sessions.

At the first event, four collaborative teams were established and trained in team building and the beginning stages of the problem solving process. They developed six-week plans which were to be carried out back-home before the second event. At the second event, teams were trained in the complete program development process, and again developed six week plans.

The third event was originally planned to teach policy development theory and methods. This segment of the training was postponed, however, because the teams felt they needed more training in organizational management skills related to program development.

The school improvement team training can be delivered through a variety of techniques and schedules. Organizational development specialists can be consulted to train small group facilitators who then train the teams. Or, the consultant can deliver the training directly to the teams in large and small groups.

How did it make a difference?

Four school improvement teams are currently operating within their schools to develop programs aimed at the improvement of school climate. Each team is composed of a principal or vice principal, parents, teachers, and students (secondary school teams only), and has the administrative support of the district.

How Replicable is it?

The training program should be able to be replicated in any school with the assistance of the training materials packet. The training would be most likely to be successful with two to five days on consulting with an organizational development specialist. Possible consultants are recommended in the training package.

There are a few disadvantages regarding replicability. A great deal of organizational time is required to conduct the events. Also, organizational change is an extremely slow process, and a long time span is required before tangible results are evident. A one to three year commitment is required from both the deliverers of the training and the team participants. Training events should be spaced at least six weeks apart in order to give teams enough time to carry out phases of the process at their schools.

How Would You Modify It? Why?

We would hire a consultant at the beginning of the training series who had a "track record" with this type of design. This would provide continuity for the team members and the facilitators, and would eliminate the need for explaining why new consultants are brought in at various points in the training series.

Suggestions For Potential Users:

A. Don't expect to see immediate results. It takes a long time for teams to function effectively and to acquire the necessary skills.

B. Get a community liaison who has a good rapport with parents and who can get them involved in team participation.

What Other Group (or individual) Has Used Simular Concepts, Programs, etc.?

The California Staff Development Network for School Improvement is a program established as a result of a state mandated school improvement program (AB 65/1977). The program is similar to the one described here in that it involves training School Site Councils in the organizational development process. The councils are composed of the same diverse group of individuals.

Differences between the programs are that the California program is state mandated, and a clear set of council responsibilities have been defined. Further, the emphasis of the program is to design new or more effective instructional techniques, almost to the exclusion of other factors affecting school climate. In the Arizona program, instruction is viewed as one of many elements of the schooling process that may need to be changed to result in improved school climate.

Where Can Such Programs Be Located?

Arizona State University
College of Education
Teacher Corps Office
Tempe, AZ 85281

MODEL PROGRAM
Assessing Instructional Competence

Introduction:

Assessing Instructional Competence is an assessment instrument developed and organized as a collaborative effort between Arizona State University Teacher Corps and the Dept. of Educational Technology at ASU. Its purpose is to help teachers critically evaluate the materials they use to promote student learning and the procedures they use to develop positive student attitudes toward learning. The intern team including team leader have been trained in the use of this assessment system in order to assess intern progress during the two year training period. The system includes several checklists which can be used to identify the areas within the teacher's materials and procedures that fail to incorporate well-known principles of instruction. Once the areas have been identified, several options are available for instructional improvement. First, simple application of the checklists may alert the teacher to needed modifications. In the event that the teacher does not understand why instructional materials or procedure fail to meet the criteria specified on the checklists, three instructional booklets are available that provide instruction and practice in applying the various principles of effective instruction. The teacher and evaluator can then develop a professional growth plan that requires that the teacher gradually make the necessary modifications in the materials and procedures. In cases where difficult instructional or management problems exist, the assessment system should be useful in identifying the areas for instructional improvement where consultant help is most needed. Finally, the assessment system would be useful in identifying problems common to all teachers in a particular school. Inservice training, based on identified need could thus be developed.

Rationale:

Berliner's (1978) research in teacher effectiveness indicates that the only variable that distinguishes good teachers from poor teachers is the amount of time students spend on instructional tasks. Studies of pupil performance using well-developed objectives-based programs (Hanson and Schutz, 1975; 1976) confirm the importance of a condition which is totally under the control of the teacher — the amount of time spent on the instructional program. When low-income or ethnic minority pupils received the same amount of instruction as middle-income or non-minority counterparts, they performed just as well on the program objectives. Principles to apply when designing objectives-based programs are now well known. Extensive research has been conducted on the effects of various instructional variables (i.e., feedback, rules and examples, practice, and incentive) on student learning. However, few commercially available programs exist that have incorporated these principles in the design of instructional materials. Therefore, delivery of effective instruction is still dependent upon the knowledge and skill of the classroom teacher to modify materials and procedures in ways that are likely to promote learning. Knowledge of the principles of instruction are assessed by the items contained on the various checklists in this assessment system. If teachers are able to select procedures and materials that apply these principles of instruction, it seems likely that they will effectively and efficiently engage their students in relevant activities that are likely to promote learning.

Target Population

The overall design of the system and its specific focus on the application of instructional principles aides Teacher Supervisors or Inservice Coordinators in effective work with both teachers and providers of inservice.

How does it address troubled youth?

The assessment system is designed to improve the instructional capacity of all teachers. According to the research noted above, learning is less dependent upon learner characteristics than upon a condition which is totally under the control of the teacher — the amount of time spent on the instructional program. Knowledge of the principles of instruction are assessed by the items contained on the various checklists in this assessment system. References are included that provide instruction in these principles. If teachers are able to select procedures and materials that apply these principles of instruction, it seems likely that they will effectively and efficiently engage their students in relevant activities that are likely to promote learning.

Description of the Model:

Objectives

The teacher/evaluator will be able to:

- write worthwhile objectives
- assess student learning
- design effective instruction.

Outcomes

- Distinguish instructional objectives from instructional activities

- Identify well written instructional objectives
- Identify worthwhile instructional objectives
- Write instructional objectives
- Identify appropriate test materials and procedures
- Identify well written test items
- Write test items for instructional objectives
- Identify information needed to attain instructional objectives
- Identify appropriate practice activities and feedback procedures
- Sequence instructional tasks
- Write rules and examples for given objectives

Delivery

This system for assessing the instructional competence of teachers is conducted through interviews with teachers and through classroom observation. The instrument consists of four checklists. Three of the checklists are to be used when interviewing teachers in these areas of:

1. Program Planning
2. Lesson Planning; and
3. Evaluation of Student Achievement

Prior to each interview, the teacher is directed to collect certain documents (e.g., diagnostic tests, lesson plans, record keeping systems, course overviews, etc.) and prepare to answer certain questions related to the competence areas described in the checklist. A fourth checklist is to be used for classroom observations. It will usually be necessary to conduct two or more classroom observations in order to observe the teacher in each of the areas described. Therefore, times for classroom observation should be prearranged so the evaluator is able to observe the teacher conducting all phases of instruction, including delivery of instruction, conducting practice, providing feedback, and conducting assessment.

It is imperative that the person conducting interviews or classroom observations has a clear understanding of each of the items on the checklists. Although efforts were made to express each of the checklist items in easy to understand language, the extent to which any two observers are consistent in their interpretation and rating of an item depends upon their prior training.

Did it make any difference?

Yes.

Because of the increased motivation on the part of teachers to address specific areas of competence that were identified as needing strengthening, it was felt that teachers benefited and utilized inservice training provided to a much greater degree. Therefore their skills did increase directly as a result of participating in evaluation with the assessment instrument.

Who can use it?

The assessment instrument can be used by LEA's and IHE's. The types of information provided by the system assists an inservice program coordinator in working with both these role groups in the following ways:

Teachers

Identification of Needs

- The inservice needs that can be addressed are not limited to a teacher's level of self-awareness. Teachers are able to identify actual areas of inservice need, not just perceived areas of need.
- The assessment process provided teachers with a clear idea of what skills they actually needed to attain. This assisted them in effectively channeling their inservice efforts.

Attitude Towards Evaluation

- The assessment system is used as a tool for determining areas of need as well as areas of competence. Teachers participated more willingly in assessment when they saw it as a vehicle which assisted them in their classroom efforts.
- The assessment system provides supervisors and teachers with a means of *documenting the progress made in classroom improvement efforts.*

Motivation to Participate in Inservice

- As teachers became more aware of their own competence level in various areas, they responded more favorably to supervisor suggestions of needs for improvement since they saw these needs themselves.
- Assessment efforts linked directly to inservice convey a continuum of growth attitude. Teachers responded more favorably to assessment and became more motivated to participate in inservice (with this linkage made).

Effectiveness of Inservice Training

- Follow up of assessment with appropriate inservice was more effective for teachers than inservice not linked to their identified needs.

The inservice program generated from use of the assessment system tended to place the teacher in an active role (constructing and generating materials, ideas, and behaviors). These types of inservice programs have been shown to be more effective in achieving their objectives.

Providers of Inservice

- The assessment results provide an inservice coordinator with excellent information to use with providers of inservice. Teacher educators were asked to respond to the specific teacher needs as

outlined by the assessment results. The resulting inservice training was more relevant to teachers and assisted them in producing materials that were useful to them in the classroom.

- *The requests for inservice are clear* in terms of the desired competencies which assists the teacher educators in designing appropriate training.
- The effectiveness of training provided can be evaluated based on improved teacher performance.

How Replicable is it?

These competences are currently taught in a course within the Department of Educational Technology (EDT 405 or EDT 591; Competency-Based Instruction). Pretests were administered to all preservice and experienced teachers who enrolled in the course during a three-year period of course development. Analysis of this pre-instructional data indicated that few preservice or inservice teachers had acquired the skills taught in the course to a degree that would enable them to reliably apply the criteria stated in this instrument without extensive training. Training in use of the instrument may be obtained in one of three ways: 1) by enrolling in one of the above mentioned courses, 2) by arranging for special workshops through the Department of Educational Technology at Arizona State University, or 3) by studying the three self-instructional booklets that are listed below.

The *Teaching for Competence Series* is being designed to help preservice and inservice teachers acquire an integrated set of skills that are essential for successful teaching. These skills can be taught through a sequence of three books. The first book is available for purchase from Teaching for Competence, Post Office Box 27553, Tempe, Arizona 85282. The second and third booklets are available in a field test edition through the Department of Educational Technology, FLS College of Education, Arizona State University, Tempe, Arizona 85281.

Writing Worthwhile Objectives, by Norman Higgins and Howard Sullivan. Helps teachers to select and write worthwhile objectives.

Assessing Student Learning, by Muriel Bebeau. Designed to teach the skills needed for good classroom assessment practices.

Designing Effective Instruction, by Muriel Bebeau. Helps teachers acquire essential skills for promoting pupil learning.

Modifications

The instrument has been modified by the ASU Teacher Corps team leader to include a self-evaluation checklist for education that is multicultural. There was concern on the part of the team leader that education that is multicultural be an integral part of each segment of the total instructional program.

Suggestions for Potential Users?

Potential users need to have training in competency-based instructional principles before attempting to use this assessment system. Training in the use of this instrument has already been mentioned in a previous section.

Vermont's Educational Personnel Development System

Nevin, Thompson

Model Program

VERMONT'S EDUCATIONAL PERSONNEL DEVELOPMENT SYSTEM

Towards and Improved Personnel Development System for People Who Serve Troubled Youth and Children of Low-Income Families

by

Ann Nevin, Associate Professor

and

Harry Thompson, Associate Professor

Spring 1980

Introduction:

A systems change model at Vermont attempts to combine the resources of four subsystems, the community, the university, the school and juvenile services into one educational personnel develop system. The rationale for doing this is that only through collaboration of these four subsystems can the priorities of educating youth from low income families be raised.

Description:

The major purposes of Vermont's Educational Personnel Development System for people who serve youth from low income families are:

1. To impart knowledge related to the needs of youth from low income families and how services can be designed and delivered to effectively serve them.
2. To teach new skills to service providers that result in accelerated academic and social progress of youth from low income families.
3. To change the attitude of service providers and others who interact with youth from low income families.

The major function of the EPDS is to identify existing learning opportunities which combine several training approaches: informational, personalistic, and social interaction. The focus is on providing learning opportunities which stress active learning on the part of the participant in preparing, implementing and evaluating intervention programs that are effective for youth from low income families. Active learning and differentiated training options have been identified as important aspects of successful inservice and preservice training programs (Lawrence, Baker, Elzie, and Hanson, 1977).

The structure of Vermont Teacher Corps Educational Personnel Development System for people who serve youth from low income families emphasizes a multi-agency approach. Figure 1 illustrates the four major agencies involved.

1. The Training Officer for Vermont's Department of Social Rehabilitation Services. The constituency represented by the Training Officer includes caseworkers and staff who work with youth placed in care and custody of the state, personnel who staff group homes, and so on.
2. The Inservice Committee of the Montpelier Public Schools. The committee represents the K-12 teaching staff of the Montpelier Public Schools who teach the children and youth of that city, including those who are in care and custody of the state placed in foster or group homes in Montpelier.
3. The Inservice Committee of the College of Education and Social Services, University of Vermont. The Committee is comprised of representatives from the 92 member faculty of the College and all four department chairpersons.
4. The Community Council Coordinator. This individual represents the needs and interests of the Community Council.

There are four major roles of this multi-agency consortium:

1. To develop, implement, and evaluate training content appropriate to serving the unique needs of youth from low income families;
2. to identify selected personnel as the "training pool" to receive the training content;
3. to provide appropriate incentives, motivation, and recognition for those who successfully improve services;
4. to deliver training options which encourage personnel from these multiple agencies to learn together, represent the personal and professional needs of the personnel being trained, combine the expertise of campus and field-based professionals;
5. identify and ameliorate barriers which hinder the implementation of the personnel development system.

The Necessary Conditions and Philosophy

In order to successfully manage and implement such a

Figure 1: Vermont Teacher Corps and educational development system, illustrating the multi-centered decision making aspect of the collaborative effort.

The Cross-Agency Inservice/ Preservice Advisory Committee is composed of representatives from each of the training elements of the participating agencies. Utilizing money, manpower, facilities contributed cooperatively. It will be the heart of the EPDS, making recommendations to the Policy Board (Dean, Superintendent, Community Council Chairperson, Commissioner, SRS).

= *Initial Recommendations*

= *Institutional Decisions*

comprehensive multi-agency personnel development system the following conditions must be met:

1. There must be an overall conceptual base with appropriate policies established in each agency (i.e., social rehabilitative services Montpelier Public Schools, the Community Council, and University of Vermont's College of Education and Social Services.)
2. There must be an identified and reality-based system of rewards recognition and support for personnel in each related agency to participate in training and deliver training.
3. There must exist within each agency a mechanism for funding (e.g., released time for participant, allocated budgets to hire appropriate trainers).
4. Partnerships between and within agencies must be developed to provide an appropriate and relevant array of training options to meet the varied, individual needs of the staff.
5. There must be a mechanism to enable the system to be internally responsive to a) ensure that "best practices" are diffused throughout the agencies and b) create internal pressures and incentives for building new capacities (Schon, 1976).

Institutions of Higher Education

University of Vermont, College of Education and Social Services.

Progress to date (Second Year Activities)

Figure 2 summarizes the activities of the EPDS consultant from the period 5/23/79 to 2/15/80. The EPDS consultant has ¼ FTE assigned to the coordinator of inservice and preservice activities at the College. During the equivalent of 23 days, the consultant met with representatives from seven different constituents of the multi-agency system represented in Figure 1.

Relationship Between Project Activities and IHE Involvement

Four departments of the College of Education and

Social Services are involved: Special Education, Social Work and Social Services (SESWSS), Professional Education and Curriculum Development (PECD), Physical Education and Learning Studies (PELS), and Organizational, Counseling and Foundational Studies (OCFS).

A substantial number of college faculty delivered relevant learning opportunities for faculty at Montpelier Public School and staff from group homes and community council members. In addition, public school teachers and group home staff are being reorganized as field-based faculty.

Figure 3 lists exemplary outcomes to date, with special attention to events which represent institutionalization of project's activities. Figure 4 summarizes the variety of methods of delivering inservice training.

Many of the activities described in Section 2 deal directly with the above basic outcomes.

Evaluation:

The integration of the four spheres of collaboration depicted in Figure 1 is difficult to achieve for the following reasons:

1. Staff turnover in juvenile services
2. Cutbacks in Federal and State funds in all four sectors
3. Agency competition for scarce resources
4. Time and distance problems in a rural state

The outcomes to date, however, suggest that this type of project organization can be both productive and creative.

Figure 2: SUMMARY OF ACTIVITIES COMPLETE
(degree of Involvement in Project Activities)

Time	*Frequency of Meetings*	*Agencies*
23 days equivalent	31 occasions	Special Education, Social Work and Social Services (SESWSS) Professional Education & Curriculum Development (PECD) Montpelier Public Schools (MPS) Advanced Systems for Special Education Training of Regular Education Personnel (ASSET) New England Network (NENETWORK) Social Rehabilitation Services (SRS) Teacher Center (TC)

Replication:

On a primary level it would be relatively easy to assemble the decision makers from these four subsystems who have a stake in the education of these children. But mere assembly will not guarantee success; produce new courses at the university, create new training programs for juvenile services, provide new skills for teachers or involve the community in the review and design of training.

What is needed, it seems, is a detailed understanding by planners of the norms, needs and values of each sub-

Figure 4. EDPS EXEMPLARY OUTCOMES TO DATE

*Items indicating Institutionalization of Commitment to TC Project Goals

IHE	*CESS	Inservice Committee established by Dean Tesconi
	*SESWSS	Program Adaptation and Implementation for Group Home candidates for Certification: Elementary and Secondary
	*PECD	Agreement to assist in Program Development, Inc. Curriculum modification, for group home certification candidates and Intern M.E. candidates

COURSE MODIFICATIONS IN CONTENT AND DELIVERY

Student teaching experience for Group Home certification candidates

Learning and Human Development (Smith)

General Secondary Methods (Roberts)

School as a Social Institution (Tesconi) (Meyers)

Adolescent Development (Griffin)

*CESS (departmental) approval of field professionals as faculty (e.g., Rabow, Fabian, Van Orman, Torpie)

Juvenile Services	*Certification Program (PECD) and Special Education Endorsement as Teacher of the Handicapped
	*Regular meetings of MPS Principals and Group Home Directors
Community Council	
MPS	*Teacher Inservice Committee
	Case Study reports documenting how inservice coursework serves youth

system so that conflict need not be avoided but managed when it occurs. Planners should be well schooled in theories of networking and experienced in the fields of human relations and leadership training.

Figure 5. Inservice Delivery Options Provided During 1979-1980 by IHE/SRS/MPS

- Supervised Observations of Other Professionals
- Conferences
- In-district College Credit Courses
- Retreats
- Peer Support Systems at the Building Level
- Teacher Consultants
- Crisis Intervention Networks
- Teacher Center Courses and Workshops
- Weekend Options
- Incentives
- One-to-one Consultation
- Professional Library on-site
- Telestar Network

In-School Suspension Program

Maddox

Kanawha County Schools/West Virginia University
Teacher Corps Project
In-School Suspension Program
March 20, 1980

Introduction

Suspending students from the school setting has increasingly become a last resort of the school system in Kanawha County, West Virginia. Instead, a plan involving several strategies to deal with disruptive or truant students had been developed. When a first offense occurs, the teacher may be able to handle the situation. If necessary, the student is called to the office for a three-way conference with the teacher, the student and most often, the vice principal.

If the offense is serious enough, as determined by the three-way conference, a second level of action is taken. The parents may be called in for a conference and the student may be referred to the school discipline committee for action. Noon or after school detention may result from a second level offense. Restriction from a school activity may also result as a disciplinary action. Counseling sessions may be recommended.

The third level is the one addressed in this paper, called the In-school Suspension Program. This program is so designed as to identify and help solve root problems a student may have, which are disrupting his and others learning process. It is not only a disciplinary action for wrong offenses, but it provides a system whereby the student may continue with his school work rather than be suspended from the school. Students are afforded the minimal due process rights, and the student, along with his/her parents, may select the in-school or out of school suspension.

A student entering the in-school Alternative Learning Center (ALC) will stay there from three to five days, earning his/her way back to regular class. While in the ALC, the student is isolated from his peers and from all social functions. During the follow-up counseling session, it is hoped the student will have identified his root problem and initiated a plan of action for effectively dealing with the problem and that he/she will be able to re-enter the regular program without losing out on school work or without loss of self-esteem.

In order to successfully implement the in-school suspension program and to reduce drop-out rate and suspension rate, the Teacher Corps Project has offered graduate course and workshops for staff. Some of these training programs have been "Working Positively With Troubled Youth," "Classroom Management and Discipline: A Positive Approach" and "Positive Attitude Toward Learning (PATL)," which is a nationally validated program.

Developed by:
Kanawha County School System
Address:
Kanawha County Schools/West Virginia University
Teacher Corps Project
200 Elizabeth Street
Charleston, West Virginia 25311
Kathryn Maddox, Director

Terms:

In-School Suspension — rather than being suspended away from school for serious offenses, students may be placed in a restricted in-school setting where they are isolated from their peers.

Alternative Learning Center (ALC) — the title given to the room where students are placed when they and their parents receive notice that the student is to be suspended for five or less days in an in-school suspension program.

Alternative Learning Center Questionnaire — a form that students complete when they prepare to exit the ALC which provides the staff with feedback on the effectiveness of the in-school suspension program.

Exit and Entry Interviews — each student assigned to the ALC has an entry talk with the vice principal in order to have a clear understanding as to why he/she is being placed in the ALC, and the roles and regulations governing the ALC; likewise each student talks with the vice principal when completing the stay in the ALC for guidance on re-entry into the regular classroom setting.

Contract — each student and his/her parents must sign an agreement of understanding and commitment to the in-school suspension program prior to entering the Alternative Learning Center.

Set the Stage:

Discipline is a growing concern of parents and teachers alike. Absenteeism, apathy and misbehaving students continue to plague school systems and cause educators and the general public to ask what are the schools doing to solve these problems? Has it really helped to suspend students — to deprive them of learning opportunities — to send them back to the streets when they are likely to encounter even more serious problems?

In order to address these concerns, Kanawha County Schools has been piloting an in-school suspension program for two years in the two Teacher Corps Project Schools; Stonewall Jackson High School and Roosevelt

Junior High School. Both schools are located in the heart of Charleston, the capitol city of West Virginia and both serve children of low income families. Both, also, have among the highest percentage of minority students in the state.

The in-school suspension program is an alternative to out-of-school suspension. Students and their parents are notified to meet with the vice principal for a conference concerning the student's offense or misbehavior. When given the option, ninety-eight percent of the students elect in-school suspension. No more than five students may be assigned to the "Alternative Learning Center" (ALC) at a time for a maximum stay of five days. While in the ALC, the students are isolated from their peers — are restricted from social activities, and work on regular classroom assignments which have been sent to the ALC teacher by their regular classroom teachers.

The students in the ALC receive both pre and post interviews with the vice principal. The troubled youth also receive counseling from the Teacher Corps interns for one hour per day on two different days, while in the ALC. Every effort is made to get at the root problems of the student and to develop positive attitudes toward self and toward learning.

Objectives

1. To provide an in-school alternative educational opportunity to students, who would otherwise be suspended from school.
2. To work *with* rather than *against* students who have been labeled behavior problems or troubled youth by providing counseling services and by providing an alternative educational learning environment for the student and by providing training for teachers in implementing the program.
3. To study and evaluate the effectiveness of the in-school suspension program in order to make improvements to disseminate the findings and to replicate the successful aspects of the program in other schools within the county, the state and the country.

Outcomes

1. Twelve secondary schools in Kanawha County are now implementing the Alternative In-School Suspension Program without additional money or staff.
2. The numbers of students suspended from the two pilot Teacher Corps project schools has been reduced significantly since the program was initiated (data available upon request).
3. A discipline committee composed of teachers, students and an administration has been organized and is operational to work on improving school climate and to help monitor the ALC.

How is it delivered?

The Alternative Learning Center at Stonewall Jackson High School and Roosevelt Junior High School is staffed by the regular school faculty and may be implemented in other schools with no additional money. The vice principal coordinates the program, and is ultimately responsible for assigning students to the in-school suspension program, for conducting the pre and post conferences with students and their parents and for seeing that assignments from the student's regular teachers are reviewed and he is responsible for insuring that reports are sent to the regular teachers prior to the re-entry of the student in the regular classroom.

The Alternative Learning Center is a small converted unused room which has been equipped with movable tables, chairs, and five study carrels. Lunch is served in the ALC by the school cooks prior to the regular lunch period. The students remain in the ALC for the entire day and are restricted from all social activities and from all school events while in the ALC.

The ALC is manned by different teachers throughout the day. Therefore, the individual student may receive special assistance in particular subject areas by a teacher trained in that area. Prior to the beginning of the school year, the faculty determine the guidelines for the ALC and the staffing for ALC is determined by the faculty through a volunteer system.

At Roosevelt Junior High School, two Teacher Corps Interns are implementing a group counseling program for the ALC students. This is the only group on peer interaction the students will have while placed in the ALC. The one hour counseling session will focus on getting the students to identify their root problem and to give them support in setting goals for changing their behavior. The goal setting model of Dr. William Glasser will be the focus for the counseling sessions.

Did it make a difference?

Yes.

1. Repeaters to the ALC are less than 5%.
2. Out-of-school suspension has been reduced by 90%.

Who can use it?

LEA's, IHE's, Parents, Community Agencies, Students.

How replicable is it?

Advantages:

1. Can be replicated with existing staff and resources in a school system by reallocating staff responsibilities and coordinating resources.

2. Can significantly decrease out-of-school suspensions.

3. Can promote greater parent involvement and support for the schools.

4. Can provide a vehicle for dealing with the problems a student has rather than with symptoms that result in suspensions.

5. Can significantly increase the self concept, the academic and the social behavior of students who, through out-of-school suspension would tend to get further behind in school work and become more apt to repeat undesirable behaviors.

Disadvantages:

1. Could cause a higher student/teacher ratio in regular classes if implemented through existing staff.

2. Would take a great deal of additional time and effort of staff to plan, implement and evaluate an in-school suspension program.

3. Could become a problem to implement if no additional space was available.

Suggested Modifications:

It would be much easier for school systems to implement in-school suspension programs if a full time counselor/teacher could be hired to coordinate the activities. A greater emphasis on individual counseling of students could occur, greater involvement with parents could be achieved and additional follow-up activities with students could be accomplished.

Suggestions:

1. In order to be successful, the total school staff, student and parent representatives should be involved in planning the in-school suspension program and cooperatively arriving at the philosophy and guidelines for implementing the program.

2. It may be helpful for a group contemplating implementing an in-school suspension program to obtain written information on programs currently in operation in other school systems throughout the country glean as much information as possible in planning their program.

3. After reviewing literature, it may be helpful to make a site visit to an ongoing program which closely resembles the in-school model being planned by the group.

4. In planning the in-school suspension program, careful consideration must be given to the process by which students are assigned, the person in charge, the length of stay in the program, and the process for follow-up and continued support for the student as well as close communication with the parents and the regular teachers. The evaluation plan should be designed during the planning process.

In implementing the in-school suspension program at Roosevelt Junior High School and Stonewall Jackson High School in the Spring of 1978, Kanawha County School stystem provided an additional staff person for that one semester. At Stonewall, the staff decided to have the one person who was hired to maintain the ALC for the entire day. At Roosevelt, the staff decided to absorb the extra teacher and to give several interested teachers in different discipline areas the opportunity to work in the ALC for one period per day.

In the fall of 1978, the two pilot schools were to continue the ALC program *without* the additional staff person. Both programs are still in operation and twelve additional schools in Kanawha County are now implementing the program with no additional staff or resources. The adjustment at Roosevelt was easier for the staff since the entire staff had been involved in the planning and since different teachers were involved from the beginning. Data is available from both schools as to student reactions, teacher perception, numbers of students involved, repeaters and data on reduction of suspensions.

Contact Persons:

Dr. Marsha Carey — Principal — Roosevelt Junior High School.

Ms. Patricia Petty — Vice Principal — Roosevelt Junior High School, Ruffner Street, Charleston, West Virginia.

Mr. James Dillinger, Principal — Stonewall Jackson High School.

Mr. Garland Barnhart, Vice Principal — Stonewall Jackson High School, 812 Park Avenue, Charleston, West Virginia.

Ms. Kathryn Maddox, Director — Kan. Co./WVU Teacher Corps Project, Kanawha County Schools, 200 Elizabeth Street, Charleston, West Virginia.

Student Initiated Activities

Model Program
Student Initiated Activities
Developed by
Jacqueline Lougheed
Oakland University
421 Varner Hall
Rochester, Michigan 48063

Introduction:

Student Initiated Activities (SIAs) are activities initiated, planned, implemented and assessed by students. SIAs provide a process by which students can become active participants involved in responsible, challenging actions that meet their need and have impact potential on themselves and others. These actions can focus on school, community and/or interpersonal needs.

In both the Oakland/Farmington Youth Advocacy Cycle XI project and our current Program '78, students have initiated a variety of meaningful and impactful SIAs. These activities have included: developing peer tutoring and cross-age tutoring programs; producing student newspapers; initiating student governance structures and activities; planning and implementing school assemblies; improving the school's physical appearance; working with senior citizen homes and a number of other community outreach and resource utilization activities. For the purpose of this exemplar I will briefly describe the process and some of the features of SIAs. One of our SIAs peer tutoring is discussed under course outline.

Rationale:

Through our experiences, we have found that when students are involved in SIAs several important changes take place. Their involvement builds pride and increases their feelings of belonging, being important and useful. Their self-confidence and self esteem tend to be positively affected. It also tends to increase their understanding of themselves and of their relationships with other students and adults. As a result of and as part of these benefits they have greater control over their own behavior and environment. However, this necessitates the development and acceptance of new roles within the classrooms, schools and community for themselves and the adults (teachers, principals, parents, etc.) with whom they interact. The new student roles are more active, more controlling and directing. The new adult roles are less controlling and directing and more facilitating in nature.

Target Group:

Target population for SIAs can be any age group. Roles and activities vary with age groups and their familiarity with the SIAs process. In addition the acquisition of certain skills is important and does influence student-adult roles and resulting SIAs. However, we have found that given the proper initial assistance and support in developing these skills (decision-making, needs assessment, planning activities, etc.) all students can participate and profit by involvement in SIAs.

Purpose:

Involvement of Troubled Youth (the students with learning, social and/or adjustment problems) in particular has been found to be most beneficial both to the youth themselves as well as to the teachers working with these students. Often Troubled Youth tend to be those students with low involvement in the school and are frequently the victims of negative labelling on the part of fellow students and teachers. Participation in SIAs can directly and positively impact these and other problem areas for Troubled Youth. In addition, many SIAs tend to help teachers and other adults better understand the problems and needs of these students as well as to discover previously untapped strengths and resources of Troubled Youth.

Objectives:

The major objectives of SIAs are: to help students acquire certain enabling skills (decision-making, problem identification, communications, planning, implementing and evaluation activities); to assist the students to use these skills in SIAs; which are determined to be worthwhile and impactful; and to change the interactive roles of students and adults in school and community.

Outcomes:

There are at least three major categories of outcomes achieved through participation in SIAs. First, students actively participating in the process gain personally from this participation. Secondly, the adults though required to change the way they behave toward and interact with students find the new roles of the responsive, facilitating adult more producting and mutually satisfying than previous roles of controlling, directing, policing, etc. Generally these former roles were less productive and certainly less satisfying to themselves and many of their students. Thirdly, the changes which take place not only

in the quality of life but in the quality of activities within the classroom, school, community are significant and important outcomes derived through SIAs.

Replication:

Getting SIAs started in a classroom can begin through the identification of a problem or need by a student, group of students or the teacher. Once the need has been identified and discussed, the teacher helps the students through a planning and decision-making process to design what they will do to meet the need. As students gain more and more experience with the process and success in using it to meet needs, the teacher's role moves along the continuum between high and low control into more facilitation of students' higher levels of control and participation. This shift in roles through the acquisition of new skills changes ideas of what the student-teacher interaction patterns are all about. But this change takes time, skill and faith in the value of the process. Even though getting the process implemented does not "just happen," especially if you are utilizing SIAs to change behavior and involvement levels of students over a period of time, it does make a difference and it is well worth the time and effort you will put into getting your students into SIAs. SIAs can be used in the schools, with community agencies and in the community-at-large. Training activities to help support and encourage the use of SIAs should take place in the schools, agencies, universities and community.

As already mentioned SIAs are replicable in a variety of settings but it does take some training both on the part of students and adults. Our project has developed training procedures and materials for both groups. In addition, other school and community persons need to gain some understanding and hopefully appreciation of the process and the impact it can have in the lives of young people especially Troubled Youth. If there is not an understanding and acceptance of the value of the effort on the part of others within the schools, especially those who can influence the acceptance of its use, they can reject the concept and limit its use and the development of new roles of responsibility on the part of the students as well as the activities students would like to initiate. Therefore, the environment in which the process will take place must be properly prepared if the process is to flourish. Among the suggestions I would make to potential users would be to carefully prepare students and teachers to the process. Develop training sessions on prerequisite skills for both groups and then be sure that those involved in the process give the process and themselves time to become comfortable in its use.

Other SIAs:

SIAs have been used by Youth Advocacy Teacher Corps projects across the country. In addition, similar activities have been employed in Youth Participation programs. Many of these efforts have been initiated, supported and/or evaluated by the National Commission on Resources for Youth (NCRY) in New York City under the guidance and direction of Judge Mary Kohler. For the location of these projects, either contact me at the address above or NCRY.

Geography, English, Math and Science (GEMS) Guidance Program

Artmann

The Geography, English, Math, and Science (GEMS) Guidance Program

Developed by Edwin A. Artmann, Principal
W. H. Adamson High School
North Texas State University Teacher Corps Project

Rationale:

Student failure related to non-attendance is a serious problem at W. H. Adamson High School in Dallas and the situation appears to be worsening. The GEMS Program is designed to help deal with this problem by providing alternative educational opportunities to those students with serious attendance problems. At the present time, the Program is focusing on 122 students in the ninth and tenth grades who have failed three or more subjects due to attendance problems. A *serious attendance problem* is defined as having missed sufficient days to cause a failure in three or more subjects.

Setting the Stage:

Model: During each quarter four teachers (Geography, English, Math, Science) are assigned approximately 122 ninth and tenth grade students who have *serious attendance problems.* These teachers are housed in the area of the office and two classrooms near this area. Since only about 10 percent of these students are present on any given day, this space is more than adequate. The students are scheduled into four academic subject areas and a home and family living unit. Each student may also opt to take an elective and/or P.E. In order to achieve a passing grade, students must complete the same requirements as other students at W. H. Adamson. This innovative model is designed to develop feelings of self-acceptance and self-worth, to develop the talents and competencies of each individual, and to develop basic skills. In this manner, we hope to entice the student back into the mainstream of the educational system. Each student in attendance is provided an instructional program on an appropriate grade level based on an individual evaluation conducted by the teacher and counselor. In the process of the evaluation, it sometimes becomes necessary to suggest other courses of action such as work programs, community placement, welfare intervention, and legal action.

Description of the Model:

Objectives

A. Provides students with serious attendance problems a supportive learning atmosphere within the confines of the comprehensive high school.

B. Provides students with a program which focuses on the intrinsic drive toward fulfillment of personal needs and the improvement of one's perceived status. Emphasis is on goal setting and goal achievement.

C. Provides controlled experiences and opportunities in moral decision-making. Development of effective goals can aid the individual in becoming involved and committed to his/her cognitive education.

D. Strives for greater involvement of staff, students, and community in the decision-making process.

E. Aids the regular classroom teacher by reducing the number of students with attendance problems from the regular classroom.

F. Involves the community in this innovative program by seeking assistance from the P.T.A., Parent Advisory Committee, and the Teacher Corps Community Council.

Expected Outcomes:

A. At the end of the first year of operation, at least 20% of the students in the GEMS will be able to function successfully in a regular school program.

B. Establish teacher-parent communication with 95 percent of the students enrolled in GEMS.

C. Provide personal guidance for all students enrolled in GEMS.

Did it Make a Difference? — Outcomes!

One hundred, twenty-two students were identified as potential dropouts because they had failed three or more of their courses due to attendance problems. Of these, 52 left the area and were subsequently dropped from school rolls. Twenty-six others who remained on the school rolls did not attend school even though efforts were made to pursuade them to do so. As a result of this continued behavior pattern, they repeated their performance of the previous quarter by failing all of their courses. The remaining 44 students did attend class and received some credit for high school work through the program. The grade point average for this latter group improved through participation in the GEMS Program. The teaching team of the GEMS Program feels that our program is successful for the following reasons:

1. Since the teachers in the program have worked together for three quarters, they now have very good

interaction among themselves with good division of duties and responsibilities.

2. Excellent communications with the administrative offices has allowed the smooth resolution of procedural and disciplinary problems.

3. Our students have gained:
   a. in socialization
   b. in peer interaction
   c. responsibility for their own actions
   d. respect for authority
   e. in more positive attendance patterns
   f. *Education* is happening in GEMS!

Who Can Use It: LEA's
Epilogue

We believe the GEMS model can be used by any school with high absentee rates (15-20 percent). During its first full year of operation, the Program was effective with 36 percent of the targeted population. The major problems we experienced had to do with teacher teaming, teacher leadership, varied nature of the curriculum, space problems, and parental involvement. GEMS is a no-cost to low-cost approach to improving the educational achievement of students with attendance problems. Those involved with the Program are pleased with the results so far.

Suggestions to Potential Users

This Program is not designed to work with disruptive youth and does not accept students who are undergoing disciplinary action. The Dallas Independent School District has other alternative programs designed for disruptive students.

Community Education for Low Income Parents

Model Program
Community Education for Low Income Parents
North Texas State University

Summary:

Low income parents rarely experience positive contacts with schools. Involving them in making and supporting educational decisions about their children first requires just getting them to come to the school. This project designed a series of sources to encourage positive community contact work with the school.

Description:

The model consists of a community needs assessment, course planning publicity, teaching and evaluation. Early assessment indicated high need and interest among community people for courses in Radio-TV Servicing, Auto Mechanics and Single Needle Sewing. Courses were designed by teachers at the project high school, and offered twice per week for from 10 to 20 weeks.

Objectives:

The program of community education had two major objectives:

1. To provide parents with a positive inschool experience and contact with teachers
2. To provide parents with useful skills

Outcomes:

Outcomes included the following:

1. 34 Parents attended classes at the high school, studied something useful and apparently enjoyed the experience.
2. The community council gained credibility in the community for having sponsored the courses.

Recommendations:

Concrete results of community action planning seem essential in order to sustain parent involvement. Demonstrating that when communities organize they can help themselves seems a worthwhile enterprise.

The next step in the process is to attempt to broaden parent involvement beyond courses in their own self interest. This should become easier as parents and teachers get to know each other better.

Replicability:

Sources of outside support for assessing school facilities and teachers' time must be located, as low income persons have few resources to pay for this themselves. Typical sources include:

— CETA monies
— Vocational Rehabilitation
— Title XX
— Private foundations
— Industry community development funds

More information about this effort may be obtained by contacting:

Richard Sims, Director
North Texas State University
Teacher Corps
Dallas, Texas
Tel. 214-630-6586

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III. Case Studies

Introduction: Four case studies of model programs are included in this section. The reports focus on a variety of training and intervention issues, and are descriptive rather than analytical. Two studies are directed at training programs for juvenile services personnel. These include the Maine study, *Reality Therapy Staff Development for a Juvenile Correction Facility,* and the Vermont Study, *A Certification Program In Special Education for Group Home Staff.* One study, the West Virginia Study focuses on *Working Positively With Troubled Youth.* The final paper in this section, the Michigan Study, describes the design and effects of a *High School Dropout Program.*

Each case presentation is organized around a description of the setting, a description of the intervention and an evaluation of the (attempt) to train or otherwise intervene in the lives of youth and institutions. More information about each of these programs may be obtained by writing or calling the persons named below:

Maine Study	Irene Mehnert, Director Teacher Corps University of Maine Orono, Maine 04469 at 207-581-2644
Vermont Study	Harry Thompson, Director Teacher Corps University of Vermont Burlington, Vermont 05404 at 802-656-3834
West Virginia Study	Kathryn Maddox, Director Teacher Corps Kanawha Co./West Virginia University Charleston, West Virginia at 304-345-1517
Michigan Study	Jacqueline Lougheed, Director Teacher Corps Oakland University Rochester, Michigan at 313-377-3087

REALITY THERAPY STAFF DEVELOPMENT FOR A JUVENILE CORRECTION FACILITY

Authors: Linda Barnard
Irene Mehnert

Director: Irene Mehnert, University of Maine Youth Advocacy Program

ABSTRACT

Training an entire staff in one *consistent* approach (Reality Therapy) to working with incarcerated youth and building an institutional commitment to that approach is the major theme of the Maine study. Other unique features include:

a training of trainers delivery system,

a research-based teaching model,

the fact that all staff from maintenance personnel, cottage parents, educators, treatment and aftercare personnel are involved.

Description of the Location for this Case Study.

The Maine Youth Center, located in South Portland, serves as the only juvenile correctional facility in the state of Maine housing youth who are sentenced by the courts for five to fourteen months.

The staff of the Maine Youth Center consists of approximately 240 members who are classified as cottage, grounds, educational, treatment and administrative personnel. The in-service training provided by the University of Maine Teacher Corps project has been designed to involve and impact the entire staff.

The average student at the Maine Youth Center is male, 16 years old, from the southern half of the state and lives in a city or town as opposed to a smaller geo-political unit. He is in the 9th grade, working below grade level, has a reading problem, has not been attending school on a regular basis prior to his committal, and has a history of school failure. He has a normal IQ, although more low normal than high normal. His natural parents are not living together; he was reared by someone other than *both* natural parents (i.e., natural mother *or* father, relatives, foster homes, etc.) and has between three and four siblings. While acknowledging a particular religion, he does not practice any actively. He uses drugs or alcohol on a regular basis. He has been committed to the Maine Youth Center for a crime against property.

Key factors in the development and implementation of the Reality Therapy training program were a desire to implement it as a treatment modality by the administration of the Maine Youth Center coupled with the staff need to provide for continuity in the treatment of youth. The commitment of all staff was essential in developing the time series evaluation design to measure the effectiveness of Reality Therapy. Other factors that were significant include: (1) "The Youth Center's administration was willing to cooperate by committing local resources." (2) The willingness of all parties to be involved in a change process provided much of the positive atmosphere that allowed the training program to enjoy initial successes. (3) Monitoring the program on an ongoing basis with both internal and external evaluations has allowed for continued adjustments which produce both flexibility and responsiveness to changing needs across the entire staff. (4) The collaborative nature of the planning and development of the program greatly increased its potential for successful implementation. The University of Maine Teacher Corps staff and

educational personnel from the Youth Center developed needs assessment instrumentation and a process to adequately perceive the Youth Center's specific needs for training. The requirement that the Reality Therapy Trainer spend three days each week on site to facilitate training of the entire staff was essential for realistically implementing the training program. (5) The long-range capability of the Teacher Corps five-year funding cycle is deemed crucial considering the need for a long-term commitment of personnel, funding, and technical support for the Maine Youth Center. (6) Planning for institutionalization was started immediately with three tenured staff members plus the Superintendent of Maine Youth Center making a three year commitment which involves: Year 1 — a week seminar in Reality Therapy followed by a year of practicum experiences; Year 2 — an advanced seminar followed by six months of practicum, and Year 3 — a two-week seminar at the Reality Therapy Institute in California. Upon successful completion each participant will receive credentials to be a Reality Therapy Trainer. This plan builds the capacity of the Maine Youth Center to continue the training program after the Teacher Corps project is completed. (7) Utilization of a "Double-T" training model guarantees an institutionalized product at the termination of the funding cycle. This strategy provides for preparing 20 staff members as trainers, allowing them to train additional staff in both the present and future.

An additional benefit enjoyed by the Maine Youth Center Reality Therapy Training Program has been the interest and assistance of Dr. Glasser. He expressed an ongoing interest in the program and has suggested an ongoing dialogue with Youth Center staff as they attempt to implement Reality Therapy.

Participation in this program also produced a statement of purpose. Such a statement is essential as it establishes a primary level of commitment to the training program.

PHILOSOPHY OF THE MAINE YOUTH CENTER AND REALITY THERAPY TRAINING

Title 15, Subsection 27.2 of the MRSA paragraph 1 states as follows: "The State shall maintain the institution located at Southwestland, heretofore known as the Boys Training Center, and hereby renamed the Maine Youth Center, to rehabilitate children committed thereto as juvenile offenders by the courts of the State. Toward this end, the disciplines of education, casework, group work, psychology, psychiatry, medicine, nursing, vocational training and religion related to human relations and personality development shall be employed. The center shall be coeducational and shall fully separate the housing facilities for boys and girls."

In keeping with its legislative mandate it should be clear that it is the philosophy of the Maine Youth Center to make every effort through its programs to bring about positive changes in the clients committed to its care. The Maine Youth Center is dedicated to the belief that within its resources it can return its clients to the community with a more positive attitude about themselves and a greater sense of responsibility toward all positive elements of society.

It thus becomes obvious from our stated mission that all employees of the Maine Youth Center are here to provide a caring effort to bring about a positive change in our clients through a dedicated, humane approach. We should maintain constantly the vision that we are here for the sole purpose of serving the clients entrusted to our care and be willing to commit ourselves in an involved manner to assist in bringing about a positive change in the lives of those we serve. It should also be very clear that regardless of what position we hold within the organizational structure of the Center, we are obligated to meet our stated goals. In conjunction with all of the above, the administration of the Maine Youth Center has chosen as its prime mode of treatment the concepts embodied in Reality Therapy. These concepts are very clear in that they point out that every human being has two basic needs; one physical and the other emotional. From the physical standpoint, everyone desires and must have the basic elements of food, shelter, warmth, etc. From the emotional standpoint, everyone has the desire to feel they are worthwhile — the need for self-esteem. The basic method of one meeting his/her needs revolves around functioning in a responsible manner. As we all know, those committed as clients to the Maine Youth Center have failed to act in a responsible manner, thus, obviously failed to fulfill their needs. Such forms of behavior have clearly infringed upon the ability of other responsible people to satsify their needs. Thus, society — through its system of justice — has committed them to the Youth Center to be treated in such a manner which would enable them to return into society as responsible members thereof.

Description of the Interventions and Implementation

The actual implementation of the Reality Therapy training program at the Maine Youth Center began toward the end of the first year of the five-year project. At that time an orientation to Reality Therapy session was conducted for all Maine Youth Center staff, followed by a needs assessment to ascertain future training objectives.

In September, 1979, a Reality Therapy trainer was hired to implement full-scale training objectives and to systematically conduct training programs over the next two-year period for all Maine Youth Center staff. The trainer is on-site at the Maine Youth Center three days a week to provide training and coaching as the program is being implemented. By having continuous contact the

trainer can minitor the program, respond to situations as they arise, make adjustments and provide immediate feedback to the Maine Youth Center staff. In addition, the trainer has the responsibility for reviewing institutional procedures and policies in the context of the impact of these policies on the Reality Therapy training program. The trainer works closely with the Reality Therapy Training Committees, a group of four Maine Youth Center persons, to establish future programs.

The training program is set up in a Double-T Model. Essentially, means the trainer trains a core of staff who then train additional staff members in future training programs. At Maine Youth Center this includes four staff persons who work with the trainer to train other staff. Initially, a selected group of 20 staff persons are involved in the "Training for Trainers" program. These 20 trainees will, in turn, pair up with the five trainers to begin training other staff on grounds, as well as persons in the community who are involved with our students prior to, during, or after their committal to Maine Youth Center. The training model is diagrammed below.

Application

The actual application of Reality Therapy training is taking place in a multi-phase approach. Each area will be discussed, including specific training programs being implemented.

Orientation: As mentioned previously, all staff attended an orientation to R.T. program during year one of the project. This training program was essentially an overview to acquaint staff with the training programs to follow throughout the next two years. Year two of the project also included an orientation training program for all Maine Youth Center staff. It was a four-hour program designed to specifically highlight the basic concepts of R.T.:

A. Philosophy of the Maine Youth Center

A written document was developed by the Superintendent to describe the overall philosophy of Maine Youth Center, including both legal mandates and the decision to use Reality Therapy as the rehabilitative treatment model.

B. Reality Therapy Identity Chart

This chart was developed by Dr. William Glasser to present the basic concepts of R.T. as they relate to the formation of identity. These basic concepts are presented to the staff as an overview of the basis of R.T.

C. 8 Steps of Reality Therapy

The 8 steps of R.T. as a treatment approach are explained and demonstrated to the trainees. This is followed by an opportunity for the trainees to role-play the steps with facilitator supervision. The 8 steps are as follows:

1. Make friends.
2. Ask: What are you doing now?
3. Ask: Is it helping?
4. Make a plan to do better.
5. Get a commitment.
6. Don't accept excuses.
7. Don't punish but don't interfere with reasonable consequences.
8. Never give up.

D. R.T. Discipline steps

Dr. Glasser identified a series of school disciplinary steps which have been modified for use at the Maine Youth Center. These steps were explained during the orientation training program and have been implemented in all M.Y.C. programs.

E. Dr. Glasser's Presentation at M.Y.C.

In October, 1979, Dr. Glasser, the founder of Reality Therapy, gave a presentation to the M.Y.C. staff. Those staff persons who were unable to attend have viewed the presentation on videotape.

The orientation training is conducted every three months to train newly hired staff and selected persons from other correctional facilities or community agencies. Additionally, all newly hired staff spend time individually with the R.T. trainer to discuss the treatment model during their first two weeks of employment.

Training for Trainers:

In order to insure continuity of the program, a core of 20 staff persons were selected to receive intensive training. These "trainers" will become the R.T. trainers on-site in future years. All staff members were eligible for this voluntary program. From the pool of applicants, 20

persons were selected, representing all programs at M.Y.C. The basic model for the "training for trainers" includes:

A. *Concepts of R.T.* An in-depth understanding of the basic concepts of R.T. is being presented to the participants. The expectation is that this training will translate into being able to effectively train others in understanding the underlying principles of R.T.

B. *Steps of R.T.* Primary emphasis is placed upon the application of R.T. as a treatment approach. The "training for trainers" program utilizes extensive use of supervised role plays to teach the participants to apply the steps of R.T., as well as learning observation/feedback skills for teaching others.

C. *Case Study Approach* A case study format is being used as a training tool to provide "real life" cases through which to explore the concepts of R.T. and identify alternative treatment plans. Small group discussions provide opportunities to apply R.T. principles to the case studies presented.

D. *Issues* The members of the "training for trainers" program are provided with reading related to various issues concerning R.T., i.e., responsibility, involvement, etc. At each training session two of the trainees are selected to facilitate a discussion of the selected issues with the entire group. In this way the participants explore the issues as well as learning teaching/facilitation skills, with feedback from the group.

E. *Small group discussions* The participants are periodically broken down into small groups to ask questions and discuss them with each other. This method allows the participants to work together toward coming up with answers to their individual questions and provides a forum for creative thought.

Training for Specific Role Groups

A. *Teachers:* The Maine Youth Center has its own educational facilities and staff on the grounds. Because the educational component is a significant program within the structure of M.Y.C. special attention has been given to training the educational staff.

1. *Steps of R.T. and Application* — The educational staff received weekly training on each specific step of R.T., including structured "homework" in applying each step with their students. This training also tied in the steps of R.T. with the basic concepts of identify developed by Dr. Glasser.

2. *Concepts* — The teachers have all received training in the basic concepts of R.T., with special emphasis on their relevance to classroom settings, curriculum development, and educational objectives.

3. *Small Group Discussions* — The teachers have been divided into three small training groups to discuss specific cases, and receive feedback on their application of R.T. with their students. These discussions include brainstorming, critiquing, role playing, and question and answer periods. It also serves as an excellent means of sharing what each individual teacher is doing with the other members of the group and aids in developing consistency among the teachers in dealing with specific students.

4. *"Schools Without Failure" concepts* — As a component of the overall Reality Therapy program at M.Y.C., the educational program is gradually moving toward the application of a "Schools Without Failure" concept. A training program toward this end will begin in May, 1980, to include the concepts and implementation of this approach. Concurrent with this training, several committees will be formed to study curriculum development, grading systems, etc. which will form the groundwork for the systematic changes necessary within the educational program.

5. *Classroom Implementation* — As the teachers begin to apply Reality Therapy within their classrooms they will have the opportunity to solicit observation and feedback from the R.T. trainer. At the present time this procedure is strictly voluntary, with emphasis on helping the teacher in a positive manner rather than a critical one. Additionally, the teachers have the opportunity to meet with the R.T. trainer on an individual basis for consultation regarding specific students, curriculum planning, etc.

B. *Cottage Treatment Staff:* The Maine Youth Center employs cottage staff who are responsible for providing a "home away from home." They primarily attend to the physical and social needs of the youth at the M.Y.C.

1. *Orientation* — All cottage staff received the orientation training and additional follow-up training related to specific questions they had concerning R.T. and its application in their specific treatment programs.

2. *Monthly Seminar Meetings* — Once a month the cottage staff members meet in a large group for R.T. training related to specific issues. The large group is also a means to disseminate information regarding changes in institutional policies and procedures directly related to M.Y.C.'s movement toward a total Reality Therapy approach.

3. *Team Meetings* — Once a month the R.T. trainer meets with each cottage team to reinforce the training conducted in the monthly seminar meetings. Team training also affords an opportunity to address specific needs of a particular team and practice skills with more direct supervision.

4. *Case Study* — Cottage teams are encouraged to present individual cases during team meeting training. Through this approach, the training they have received can be applied to developing treatment plans for their students. It also provides the staff with feedback on treatment plans they have developed with students.

5. *Consultation* — The cottage staff members are

encouraged to schedule time with the R.T. trainer for observation of their activities with students. Additionally, they can present cases, questions, etc. and discuss them with the trainer.

C. *Business and Support Services Staff:* Although the business and support services staff do not have continuous, daily contact with the students, on many occasions they either deal with the students directly or indirectly. In any event, the Reality Therapy program does effect them in various ways. Even those who would have little opportunity to use R.T. in their work are involved in training so they will understand the treatment approach and how R.T. fits into the total M.Y.C. picture.

1. *Orientation* — All business and support service personnel attended the general R.T. orientation training on the basic concepts and steps of R.T.

2. *Communication Meetings* — Periodically the Business Manager schedules communication meetings for his personnel. A block of time during this meeting is scheduled for R.T. training, which is a summary of the training presented to the treatment staff, emphasizing basic issues and concepts.

Administrative Policies and Procedures:

As M.Y.C. moves toward becoming a comprehensive Reality Therapy program, changes are necessary in several administrative policies and procedures in order to make them consistent with the Reality Therapy approach. The R.T. trainer works closely with the administration in developing programatic changes.

1. *Observation of Procedures* — The R.T. trainer periodically observes administrative procedures such as Clinical Services, Reception Staff, Disciplinary Board, etc. and provides feedback to the administration concerning their consistency with a Reality Therapy approach.

2. *Review Rules and Policies* — A systematic review of institutional rules and policies is being conducted by several committees made up of M.Y.C. personnel. Again, the emphasis is on maximizing the implementation of R.T. within the context of rules and policies.

3. *Recommendations/Suggestions* — The R.T. trainer presents recommendations for institutional changes to the administration on a regular basis.

Community and Aftercare:

One of the core components of the five year project includes building support systems for our students in the community. M.Y.C. has an aftercare program which is designed to monitor the student's progress for several months after they are released from M.Y.C. The nature of the aftercare program includes involvement with parents, schools and a variety of community agencies throughout the state. A goal of the project is to provide training and information to community persons involved with M.Y.C. students in an effort to reinforce and provide continuity to the rehabilitation process.

1. *Quarterly Training* — The aftercare personnel meet quarterly at M.Y.C. for training and information. During that time they receive R.T. training similar to that provided for the on-site staff.

2. *Release Contacts* — When students are released from M.Y.C. they sign a contract related to goals they have worked on during their committal. The aftercare personnel are being systematically included in providing input to the treatment staff to help the student successfully reintegrate into the community.

3. *Community Training* — During year 3 of the project, R.T. training programs will be provided for parents and other community persons involved with M.Y.C. students. These training sessions will be held in the communities around the state to help eliminate transportation costs for the community persons.

General Comments

One special consideration in the training process is the variety of levels of sophistication among the various groups. Because each group has a specific function certain aspects of R.T. and various training strategies are more relevant and effective in one group than another. Even within groups the members have a wide-range of skills and knowledge. It is extremely important to get input from the group members concerning their training needs in order to make the training commensurate with their respective levels of knowledge.

Another key component of the 5-year project is continuity of the program. Although a trainer is on-site presently, the position is only for a 2 year period. Once the trainer leaves the expectation is for the program to continue in future years. The "training for trainers" program thus becomes an essential element in the continuity of the program. This core of 20 people will take over when the present trainer is no longer with the program. They will provide the continuing training and consultation services in the future so the program will build upon itself and increase in scope through coming years.

Strengths and Weaknesses

A. One of the primary strengths of the program is the flexibility of the role of the R.T. trainer. The trainer is not bound by limitations of the role and therefore has equal access to all personnel on grounds from the Superintendent to the maintenance staff. This flexibility provides the opportunity for input and discussion from all levels of the institution and also provides a high degree of credibility for the trainer.

B. The scope of this project would not be possible without the active support and cooperation of the

administration. As R.T. is implemented across grounds decisions must be made at the administrative level to enhance the program objectives. The continued support of the administration has made this project possible.

C. As previously mentioned, the "training for trainers" is essential for continuity of the project. Without this internal structure the program would continually have to rely on external support.

D. An important outcome of the training approach has been an increase in cross-communication on grounds. Teachers, cottage staff, and administration are working more closely together to solve problems and maximize the potential benefits to M.Y.C. students.

E. One problem encountered has primarily to do with time. The staff schedule makes it difficult to meet for more than 45 minutes to an hour with the entire team. Staff overlap periods are short and all business and training has to occur during that time span. The problem is presently being dealt with by allowing a one-hour overtime block, with compensation time at a later date during the pay period.

F. Having one trainer for 250 staff limits the ability of the trainer to spend time individually with staff members. As a result a lot of individual feedback is not possible. The team meetings are being utilized to provide some of this feedback.

G. It would be helpful to have more opportunities for training programs including people from various areas, i.e., 3 teachers with 3 cottage staff and 2 administrators, but time schedules and job requirements make this extremely difficult. As much as possible, inter-area training programs are being conducted.

Evaluation of Project

A modified time series design will be utilized to assess the impact of Reality Therapy on both the staff and the youth. The staff will be administered a battery of instruments every six months to investigate their utilization of the concepts of reality therapy, their attitude toward the concepts and the impact of the training on their job satisfaction. Personality change will be measured also by use of the Sixteen Personal Factor Questionnaire and the Nowicki-Strickland Personal Raction Survey (Locus and Control).

The youth complete a packet of instruments at periodic intervals too. Their packet includes the Firo B, the Jesness Behavior Checklist, the Nowicki-Strickland Personal Reaction Survey (Locus of Control) and the Coopersmith Self-Esteem Inventory.

Both groups are also asked to complete environment scales; the Correctional Environment Scale and the opinion scales of the National Study of School Evaluation are being administered to compare youth and staff perceptions.

Besides self-report inventories and the use of ratings by others, the actual records will be searched to see if the reality therapy program has decreased recidivism, leaves without absence, assaults, etc.

The following are examples of which hypotheses will be investigated about the staff participating in the program:

1. The staff will become more internally oriented as a result of reality training.
2. The staff will show higher job satisfaction after training and implementing reality therapy in their work.
3. The staff will utilize reality therapy principles increasingly in their work after training.
4. The staff will show more positive view of youth after participating in reality therapy training.

The following are examples of which hypotheses will be investigated for the youth:

Youth perceiving or exposed to more practices of R.T. will become more responsible for their behavior than those exposed to or perceiving fewer practices.

Youth perceiving or exposed more practices of R.T. will show more positive perceptions of their environment than those with lesser exposure.

Youth will have more positive self-images and personality identities as a result of the implementation of reality therapy.

THE EXTERN TRAINING PROGRAM

(Educational Training and Certification for Group Home Workers)

A CASE STUDY

Authors: Harry McEntee
Gabrielle Staley

Director: Harry Thompson
University of Vermont Youth Advocacy Program

ABSTRACT

Vermont, in response to the closing of its only centralized institution, has developed a model program designed to train persons currently operating group homes to be certified teachers and special educators. With a statewide need for this program many logistical and political problems are encountered.

SETTING

General Descriptive Information

The Vermont Youth Advocacy Teacher Corps Program is operational at four sites: The College of Education and Social Services at the University of Vermont, Burlington; the Montpelier Public School System; Montpelier Community Council and the Juvenile Service Project (Social and Rehabilitative Service (SRS), Agency for Human Services, Waterbury, Vermont). Each site is briefly described below.

The College of Education and Social Services:

One of the seven major instructional units at the University of Vermont, the College has a faculty of 68 full-time professionals, approximately 900 undergraduates and 500 part-time graduate students organized in four department areas. These areas include: Professional Education and Curriculum Development; Organizational, Counseling and Foundational Studies; Special Education, Social Work and Social Services; and Physical Education, Health and Learning Studies. The organizational structure also includes separate centers for Evaluation and Policy Research, Developmental Disabilities, World Education, and an Office of Student Services and Field Placement.

The mission statement of the College is evidence of the College's compatibility with the program.

> "*The College of Education and Social Services* in collaboration with other State educational and social service agencies will create and apply varied strategies as instruments of social change."

This abridged mission statement is consistent with the objectives of each program area.

The Montpelier Public Schools

Located in the State Capitol, the Montpelier Public Schools serve approximately 1,600 children and youth from a variety of social and economic backgrounds. In the system there are 118 teachers and approximately 25 other professionals (administrators, specialists, etc.) who make up the professional staff.

The Montpelier School District meets federal and state guidelines for the assistance to low-income families. Data received from the Vermont State Department of Education clearly indicates a high concentration of low-income families in the district. In Washington County, as a whole, nearly 20% of the families have income levels below $6,000. In the City of Montpelier nearly 15% of the families are classified as having an income of less than $6,000. Of these, approximately 96 families have an income less than $3,500 per year.

In accordance with the City charter, the exclusive management and control of the public schools and of all school property in the city shall be vested in a board of seven school commissioners. Each commissioner is elected at large from the City and serves a three-year term.

The Montpelier Board of School Commissioners

believes that the purpose of its school system is to help each student develop to the maximum of his or her capacity and become a well-adjusted, contributing member of society.

The Juvenile Services System

Juvenile Services are administered through the Department of Social and Rehabilitative Services of the Agency for Human Services, State of Vermont.

The Juvenile Services system has eight levels of care ranging from the least restrictive supervision to the most restrictive secure care facilities. Two components of the system are primary care facilities. Two components of the system are primary targets for training and intervention through Teacher Corps. These include group home personnel and caseworkers.

A preliminary study of the educational backgrounds of group home personnel that between 60 and 70 percent of the group homes' staff are B.A. or B.A.+. Few of these are certified as teachers. Only one of the facilities is certified by Vermont as an alternative school with the capability to grant a high school equivalency. There are currently 20 such facilities with a licensed capacity of from 60 to 40 students.

Policy Board

The Policy Board of Vermont's Youth Advocacy Project represents a parity based governance system. Its purpose is to provide collaborative decision-making concerning the setting of policy of all important project functions.

General Information Policy Board

The Policy Board is composed of the Chairperson of the Community Council, Louise Coates; Director of Planning and Evaluation in the Department of Mental Health, Rod Copeland; the designee of the Commissioner of Social and Rehabilitative Services, Marion Cummings; Superintendent of the Montpelier School System, Charles Johnson; the Director of Probation and Parole, Tom Perras; and the Dean of the College of Education and Social Services, Charles Tesconi.

Members were selected according to the policy of the Teacher Corps Regulations. Policy Board collaborative efforts in the developmental period have consisted mainly in defining operational procedures, electing a Chairperson and sharing the respective needs of the collaborating organization. Activities have consisted mainly of formal board meetings and informal get-togethers following the meetings.

DEFINITION

The Vermont Teacher Corps has worked with the Vermont Department of Corrections during the ninth cycle, the eleventh cycle and presently, during Program 78. We have established linkages with various aspects of the Juvenile Services aspect of the Human Services Agency. During the past year, juveniles who were wards of the Commissioner of Corrections had their status changed and now come under the Commissioner for Social Rehabilitative Services Division. As a result of this change and 1978 Vermont State legislation, the responsibility for the education of youth who are incarcerated is assigned to the Department of S.R.S. The Vermont law also states that the home school district must bear the cost of this education. In addition, the only juvenile prison in the state was closed during 1979. Vermont then designed a continuum of services for adjudicated youth. The continuum ranges from a short-range tight security settings to placement in foster homes with a variety of settings between.

DESCRIPTION OF THE INTERVENTION

As a result of the above, the initial Vermont Program 78 proposal developed the concept of a training program for people who worked in the group homes where education for adjudicated youth must be provided. The State Group Home Association became interested in such a concept and a task force was formed to specifically deal with the issues of education and training for the people responsible for education of children. The task force consists of educators, caseworkers, parents of youth facing problems, faculty from IHE and personnel from group homes.

A training program was designed for group home workers. The program was individualized to the extent that each "extern" was assisted by the program coordinator of the Vermont Teacher Corps and appropriate faculty and staff from the University of Vermont in designing a teaching certification program. In addition, externs may receive a M.Ed. and in one case a C.A.S. in Special Education. Also, ten externs will be endorsed as special education teachers. This complies with our College policy that states adjudicated youth "must be provided with Free Appropriate Public Education" as stipulated by P.L. 94-142. The externs formed a group for general courses and also acted as a support resource group for one another (one of the courses required for all 18 externs is the one described in the course outline for *School as A Social Institution*). The task force developed and was guided by the following objectives:

—to develop programs that respond to the special skills needed by persons teaching troubled youth in residential care

—to find ways to enhance collaboration and communication between group homes, Department of Education, State agencies, schools and communities.

—to design model strategies for collaboration between the beforementioned groups.

—to assist in the implementation of educational components in group homes.

—to select a maximum of 20 candidates from group homes to participate in a teacher certification and special education endorsement program.

—to develop a support system for candidates during and after their participation in the program.

—to collaborate with UVM faculty for the design of the educational programs.

—to find means of institutionalization of the program (or parts of the program) within the College of Education and Social Services.

—to assure that teaching and tutoring services by professionals are made available to youth in group homes, that are unable to attend public schools for academic, behavioral, social and other problems.

—to see that program contents are developed in a realistic, field-oriented way and meet the needs of staff and youth in group homes.

—to assure that the program is congruent with guidelines for Teacher Certification and Special Education Endorsement developed by the Department of Education.

—to develop guidelines for collaborative planning for individualized educational programs for troubled youth in group homes between group homes, schools, Department of Education and State agencies.

Activities

Implementation of a training program for Teachers Certification and Special Education endorsement.

—The courses that were generated and are now being offered. Mandatory courses for all participants:

EDSP 210 "Introduction to Individualizing Instruction for Secondary Classroom Teachers."
EDSP 224 "Introduction to Behavioral Principles of Education with Secondary Classroom Application."
EDSP 310 "Methods for Deriving and Achieving Special Education Objectives."
EDSP 312 "Analysis of Classroom Behavior."
EDSP 201 "Foundations of Special Education."
EDSP 298 "Special Education Practica."

A goal identified by the group home Task Force early this year was to strengthen the educational opportunities for youth living in group homes. With the closing of Weeks School, the already apparent need of formal education for group home residents has become an issue of greater importance. Thus the Task Force designed a program for group home staffs that will, over a period of two years, certify those staffs as teachers and also endorse them in Special Education since most of the youth have individualized education plans. (I.E.P.'s)

This program has been designed with the help of group home directors/staffs, social services personnel and University of Vermont faculty.

In March, 1979, applications for the extern program were sent out to twenty-six group homes. Thirty-five staff responded. The Task Force, members of the Community Council and UVM faculty went through a two-day interview process which was followed by a two-day transcript analysis of the eighteen accepted applicants.

In interviewing the participants, questions focused on current work situation and responsibilities, previous educational background and interests interaction with public schools, need for certification as identified by candidates, support from and effect on candidates worksites and their willingness to make a time commitment.

An information workshop on Teacher Corps was held for all selected participants. In order not to confuse the group home staffs with the interns and other Teacher Corps enrollees, it was decided to call this group the "externs."

At this time (Spring, 1980), twelve externs are working towards their teacher certification (all but one on the secondary level) and five externs participate in a special education endorsement program since these already hold a teacher certification. (One extern will be endorsed on the elementary level.) Twelve Vermont group homes participate in this effort. Group home directors and other staffs have been exceptionally supportive of the extern's activities.

In addition to coursework, most externs participate in other aspects of the Teacher Corps program, such as meetings with principals, Teacher Corps staff, etc. They are also working on individual projects with a great deal of commitment and enthusiasm. A bi-monthly series of workshops for the externs with topics such as "How To Work With Schools," "Childrens' Rights," "Planning Techniques" are planned as support activities.

An in-project extern and intern newsletter is also provided monthly, informing them of special activities, news and projects.

SUMMARY AND CONCLUDING ABSTRACT

The Teacher Corps Youth Advocacy Program is a 5-year federal program that is planning and implementing training programs for teachers, school staff, group home personnel, caseworkers, community members and youth. This program is a collaborative effort between the University of Vermont, The Montpelier School System, Juvenile Services and the Montpelier Community.

The major focus of the grant is to provide training to persons dealing with youth facing problems.

The first year of the program was a planning year; in the summer of 1979, the training activities that have been planned by six Task Forces were begun. All activities are free of cost to the participants, and UVM credits will be available for most of the courses that have been designed.

A Task Force, whose membership is made up of

representatives from group homes, social services, schools, agencies and the University of Vermont, developed a program for group home staff which will lead to *Teacher Certification* and/or *Special Education Endorsement* from UVM.

The program was designed to meet the special needs of staff working in group homes, not only in content, but also considered time and geographical constraints of participants.

The program started in the summer of 1979, and, depending on the educational background of the individual participants, will last up to two years. Most of the credits given to the selected twenty participants are applicable to a Masters Degree. Therefore, since most of the courses are offered on a graduate level, participation was open to staff with Bachelor Degrees or Bachelor Degrees and Teacher Certification.

This program, including courses, workshops, independent studies and other related activities is provided at no cost to the eligible externs.

On-site practica has been arranged, since the twenty participants are expected to continue working in their Group Homes.

The training program has been designed to achieve the following goals:

—to respond to the special skills needed by persons teaching troubled youth in residential care (therefore participants will be selected who demonstrate a serious commitment to continue working and teaching in Group Homes).

—to help legitimize educational programs in Group Homes by providing the necessary qualifications to teaching staff, so that these educational programs can be offered to youth unable to attend public school because of academic, behavioral, social and other problems.

—to facilitate collaboration between Group Homes, schools, Department of Education and State agencies, and to help coordination of educational planning for youth living in Group Homes.

—to upgrade skills of professional staff in Group Homes and the quality of educational programs.

—to see that a "support-system" can be developed for the 12 participants during and after their taking part in the program.

Evaluation: Unlike short term, discrete interventions, this program is a complex, long term certification program with many components. It is much too early to tell whether or not students who enrolled from across the state will be able to complete the program. Separation from one another and the university is a serious problem. In addition, by state law, for each educational program established by a certified teacher at a group home, some school district will be billed for the real cost of the students education. Pressure from school districts to integrate or dismantle the group homes' educational programs is likely to build.

The program has at the very least strengthened the argument that better educational opportunities for troubled youth are the responsibility of both the education establishment and juvenile services. Externs appear to have the potential for assuming a role at the interface of the school systems.

FOCUS ON WORKING POSITIVELY WITH TROUBLED YOUTH

Combining Graduate Course-Continuing Education
And Community Education

A CASE STUDY

Author: Kathryn Maddox

Director: Kathryn Maddox
Kanawha County/West Virginia University
Youth Advocacy Project

ABSTRACT

Providing teachers, administrators and parents with knowledge and skill in how to handle disruptive youth is the major purpose of this program. A unique feature of the training is that all of the previously mentioned groups were trained *together*. Sharing insight, problems and strategies made this training experience a powerful one.

SETTING

Kanawha County, West Virginia, is in a valley surrounded by beautiful hills. West Virginia is well known for her vast supply of coal, but Kanawha Valley also hosts DuPont Plant, and Union Carbide, one of the largest chemical centers in the world.

The Kanawha County Schools/West Virginia University Teacher Corps Project is located in Charleston, the capitol city of West Virginia. This geographic area of the state has undergone drastic changes in the past five years because of urban renewal developments and because of the gradual decrease in population in the Charleston area as well as throughout the state. West Virginia is the only state of the 13 in the Appalachian Region to be totally within the Appalachian belt. Charleston is centrally located, has access to the State Department of Education, the courts, the West Virginia Education Association, and four colleges.

In Kanawha County there is a small yet significant number of students for whom enrollment in regular school programs appears inappropriate. These students are characterized as having heavy involvement in courts, previous suspensions from school programs, non-successful enrollment in special programs at their home high schools, high incidents of truancy, disruptive behavior in school and depressed academic achievement with capabilities beyond current levels of functioning.

Recent West Virginia court decisions have held local education agencies increasingly responsible for the identification of educational needs for individual students and for establishing programs to meet these needs. Courts have challenged and directed local education agencies to broaden the scope of programs rather than to restrict and confine students to limited approaches to learning.

THE PROGRAM

Kanawha County School System has responded to this challenge by establishing an alternative education program for students who cannot function within the traditional school setting. Cabell Youth Advocacy Center Program was established in 1977. It is considered a last hope or last resort for many youth who have been unsuccessful in the traditional school setting.

After being screened by the Exceptional Children Department and the Pupil Services Department of Kanawha County Schools and in many instances, referred by the Court System, students are placed at the Cabell Youth Advocacy Center in an alternative learning environment. They are transported from all areas of the county by the school transportation system and returned to their homes in the evening. The curriculum is individualized and students are placed at their own level of competency using the Kanawha County designed

criterion reference tests and other placement tests. Students receive extensive counseling service as well as pre-vocational training.

In the same building at Cabell, there are two other programs: (1) the Adult Basic Education Program with approximately 30 students, and (2) the Youth Training and Development Program serving potential dropouts and those who have already withdrawn from school. This program is serving approximately 30 students.

The other two schools served by the Teacher Corps Project are Roosevelt Junior High School, built in 1922 in the inner city of Charleston, and Stonewall Jackson High School, located on the west side of Charleston in a suburban area. Both Roosevelt and Stonewall are characterized by having a large student population from public housing developments as well as students from urban and suburban areas with a high percentage of low income families. The school population of Roosevelt Junior High is 454 and Stonewall is 799. These schools have one of the highest concentrations of minority students in the state.

West Virginia University is the Institute of Higher Education in the project. The University is located in Morgantown, approximately a three hour drive from Charleston. The project has been designed so as to bring the Institute of Higher Education, Local Education Association, the court system, community agencies, and parents together in a stronger working relationship.

There has been a great need to train, not only regular staff of the three project sites, but also community volunteers and aides to work effectively with juvenile youth offenders, delinquents, and children who have learning and behavioral problems, giving each child maximum opportunity for a quality education.

Definition and Description of the Intervention

Development of a combination workshop, inservice training, and graduate course entitled, "Focus on Working Positively With Troubled Youth," was a combined effort of Teacher Corps staff, Cabell Youth Advocacy counselors and teachers, youth serving community agencies, and Dr. Mike Yura, a guidance and counseling professor from West Virginia University, who served as facilitator for the workshop.

Questions and concerns from teachers, administrators, parents and the entire community were expressed: "There must be a more effective way of handling this disruptive student;" "My child needs help. Who can I turn to?", I just don't understand what makes that kid tick!", "Do something about these juvenile delinquents!", "Why do many students find success at Cabell Youth Advocacy Center when they could not make it in our traditional school?"

Preliminary Workshop

A preliminary workshop was conducted at a project school on, "The Effect Of Logical Consequences With Adolescence in School." Dr. Yura stressed using the relationship of student behavior to logical consequences, cautioned against punishment unrelated to the behavior and gave examples of unsuccessful results of punishment as it related to undesirable behaviors.

The teachers, administrators, and parents attending were positive and enthusiastic. The workshop gave them the opportunity to meet Dr. Yura, who has worked extensively with the court system and with youth offenders, and to offer suggestions to include in the seven day workshop on "Working Positively With Troubled Youth." Participants also suggested ways of getting greater involvement of parents and students in the workshops as well as classroom teachers and administrators.

The workshop officially began with two Saturday sessions in late spring.

First Workshop

South Charleston High School was the site for the first session. The first part of the morning was spent in an overview session of Mastery Teaching/Learning Techniques. Participants were briefly exposed to the theory and principles of this method of teaching and individualization.

Dr. Yura presented a video tape case study of "George," a high school student who displayed many problem characteristics common to teenagers in schools today. Through informal and stimulated class discussion, Dr. Yura directed an analysis of George's behavior and how such traits could affect the teacher in a classroom setting.

Second Workshop

The second Saturday session was unique in that it was conducted in a camp setting. This informal and relaxed setting added to an already exciting program.

Dr. Yura presented a slide program which depicted the process of psychological development which takes place in children and how each child develops a "logic system" which determines his pattern of interaction with others.

During the afternoon session, a student panel consisting of three students from Cabell Youth Advocacy Center answered questions from workshop participants regarding their feelings on how schools could be made more conducive to learning. Through analysis of this frank discussion with the students, teachers could attempt to understand the feelings expressed on the basis of the student's logic system and how this affects student behavior.

Third Workshop

The first day of the final week-long component of this workshop doubled as an Inservice Day for Kanawha County Schools. In addition to regular participants, any

Kanawha County teacher could attend for continuing education credit. The day consisted of Dr. Yura's review of the two Saturday sessions dealing with troubled youth — especially emphasizing the teenager's sense of belonging. The Youth Advocacy counselor gave a description of services provided for students.

Dr. Yura gave a slide/tape presentation on a child's developmental pattern and his/her "desire to belong." He explained four types of misbehavior that often occurs in the developmental pattern.

Participants broke into small groups so that teacher and other people participating in the workshop could give examples of techniques that they use in dealing with children in the classroom or home setting

Fourth Workshop

The next day community involvement was evident as representatives from various youth serving agencies related services provided by those agencies. Agencies included were:

1. Kanawha County Schools Social Workers.
2. Welfare Department of the State of West Virginia.
3. Turning Point: ("crisis" foster care for adolescents).
4. Multi-Cap: ("hard core" — dropouts/potential dropouts).
5. Patchwork: (food, clothing, shelter for runaways — family counseling).
6. Juvenile Court: (work with status offenders).
7. Checkpoint: (counsel youth through community involvements).

Participants were then given the opportunity to accompany (in small groups) agency persons on their afternoon routine business. Observations and experiences were recorded for future discussion.

Fifth Workshop

The next day consisted of discussion of previous days site visits with community agency representatives.

Teaching techniques for dealing positively with youth were discussed.

Sixth and Seventh Workshops

The last two days were a combination of lecture, video taped presentations, and question and answer sessions regarding behavior characteristics associated with problem teens.

SUMMARY

After a careful evaluation of a written needs assessment which was given to teachers, the Teacher Corps staff was better in tune to the distresses teachers were encountering. These same feelings of distress (working successfully with troubled youth) were verbalized by community persons, administrators and parents.

The need was obvious. Also obvious was the starting point, Cabell Youth Advocacy Center. The next few weeks were a series of meetings with the youth advocacy counselors and teachers, Dr. Yura, who not only taught guidance and counseling courses at West Virginia University, but actively counseled youth who are or were in danger of being incarcerated. Also involved in the planning and used in the implementation as resource persons were a variety of youth serving agency personnel. These agency personnel were selected for their special expertise in education of youth, juvenile law, child development, crisis intervention, incarcerated youth and/or runaway youth.

A major focus of the planning was geared at evening counseling sessions with parents of troubled youth. As parental contacts were made, we found it almost impossible to get these parents out in the evening. This was confirmed by the youth advocacy counselors and staff. Due to this problem, evening portions of the scheduled week-long workshop had to be eliminated.

Changes in plans included an addition of two Saturdays approximately one month prior to the week-long workshop, an addition of a student panel, media variation, change of site, etc.

Objectives for the workshop series:

1. Participants will learn and demonstrate skills to: recognize, define, and understand problems, feelings and actions of youth who are presently enrolled in the Youth Advocacy Center, youth who have behavior problems and youth who are dropouts or potential dropouts.
2. Provide a variety of management techniques and interaction skills to deal more effectively with troubled youth.
3. Talk and exchange ideas with parents, community persons and youth through forums and panel discussions dealing with preventive techniques for behavior problems, delinquency and dropout problems.
4. Offer help to troubled youth by observing, demonstrating, and participating in counseling situations (real and simulated) under the direction of certified counselors.
5. Locate and utilize community resources which will assist teachers and parents in providing needed services for troubled youth, dropouts and students who have behavior problems.
6. Individualizing instruction and promoting teacher-student interaction.

The majority of the resources were human. These people shared their resources with the participants through brouchures and booklets which described the agency's service, various forms of media including video taped case studies, slide/tape presentations, films produced locally on teenage pregnancy. Handouts with references to excellent books were used.

During the process of development, the target partici-

pants became so diverse that incentives also became diverse. Several incentives were offered:

1. Parents and other community persons — C.E.U. certificate.

2. Teachers — Continuing Education Credit — 2 full days at 6 hours credit per day.

—Three hours Graduate Credit.

—For renewal of Certificate.

—For plus hours — Raise in Salary.

—Three hours toward masters degree program in Secondary Education.

Several spinoffs resulted from this course. One of the students from Cabell Youth Advocacy Center agreed to be enrolled in a Youth Leadership Training Program. The training was done by the Toastmasters Club and involved students from the two secondary schools in the project.

The time spent with local youth serving agencies met with such a high degree of success that the word quickly spread. The Teacher Corps Community Council decided to have a "Spring Forum" so that more parents, teachers, and administrators could meet and learn about each other's role while making plans to collaborate for the benefit of troubled youth in Kanawha County. The "Forum" will also serve as an appreciation dinner to tutors who have worked long and hard with 25-30 students throughout the year and to students who accepted help and struggled to improve academically and socially.

As a direct result of this workshop a parent, Mrs. "Z," was invited to speak at the Teacher Corps Community Council meeting. She related her own feelings and problems as the mother of a child who had attended the youth advocacy center, and who had serious behavioral problems. She said she had discovered youth agency assistance at the workshop that she didn't know was available. Those hearing her felt great empathy for this struggling mother and felt even more the urgency for exploring every avenue possible to help troubled youth.

Bibliography—Working Positively with Troubled Youth

Resource Persons

1. Mary High, *Counselor* at Cabell Youth Advocacy Center described services for Kanawha County Schools by the center.

2. *Students* from Cabell Youth Advocacy Center related their feelings and reasons, as they saw it, for their unsuccessful experiences in a regular school setting.

3. *Kanawha County School Social Workers* presented a slide tape program dealine with "School Age Expectant Mothers Program."

4. A representative from the *Welfare Department of the State of West Virginia* discussed services and the department's relationship with Kanawha County Schools.

5. A community representative from *Turning Point* described the services available for "crisis" foster care for adolescents. It is a family-community based service.

6. *Patchwork* was presented as an organization which provides emergency food, shelter and clothing to those who run away in a crisis situation. Counseling is done with the whole family.

7. A representative from *Multi-Cap* told of a variety of services offered. Included was a program entitled "Exemplary In-School Youth," which works with teenagers in school who are on the verge of dropping out. Multi-Cap works with "hard core" youth.

8. A probation officer for Kanawha County with the *Juvenile Court Office* explained programs that have been developed to work with status offenders.

9. A *Checkpoint* representative reflected on the services provided by Checkpoint and stated its purpose was to counsel troubled youth through community involvement.

Media

1. Yura, Mike; "George," West Virginia University. A video taped case interview as part of a case study of a disruptive youth.

2. Kanawha County Schools — Social Workers. "School Age Expectant Mothers."

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1971. A profound collection of poems demonstrating the stifling of our children's creativity in schools today.

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CASE STUDY OF A HIGH SCHOOL DROPOUT PROGRAM

Author: Dr. Jacqueline Lougheed, Director
Oakland/Farmington Youth Advocacy Project

SUMMARY

During the 1979-80 school year the Oakland/Farmington Youth Advocacy Program '78 initiated a program for high school dropouts. The program consisted of two important components. The first was school related and consisted of preschool preferential enrollment in appropriate and student selected programs and courses, a school base teacher consultant to work with the students and their teachers, and to provide a course designed to help each student in personal skill development. The second component of recruiting volunteer adults from the community to work with each dropout on a one-to-one basis.

The first semester retention rate of the returning students was extremely high at 68 per cent. In addition, over this same period of time there was marked improvement in grades and daily attendance patterns. The students expressed both positive and negative reactions to various aspects of the program, but in general the additional support and assistance and the new relationships they had formed made the difference for them. Utilizing the adult volunteers to serve as advocates proved to be most helpful. For the first time many students felt they had a safe and sympathetic ear. The volunteers also gained from the experience. They felt useful and that they were making a meaningful contribution in the life of a young person.

It is appropriate to conclude at this point that this program has been most successful. Students who felt the system was unbending and unresponsive to them and their needs have returned and found success. Their lives have been touched and as a result changed. It can work and for all of us in the process it has been a very rewarding experience.

SETTING

Schools and institutions for this project were selected on the basis of need. We carefully and thoroughly interviewed and surveyed students, teachers, administrators, parents, and community persons to ascertain these needs. In addition, after each step in our original proposal development, we ascertained levels of commitment on the part of all participants to the emerging program design. We assessed the climates and areas of trouble and need. This data, expanded by surveys and other data gathering strategies, assisted the Task Forces in program development activities during the first year. This baseline data will also help us more accurately assess the impact the project has on improving the school and institutional climates after five years of effort. The schools participating in Oakland University, Boys Republic (a residential treatment center for emotionally impaired, adolescent, delinquent, and court appointed boys), Sarah Fisher Home (a residential treatment program for boys and girls who are neglected, abused, emotionally impaired, pre-delinquent, and primarily wards of the courts), the Farmington Public Schools, and Community jointly sponsor the Oakland/Farmington Youth Advocacy Program '78. These sites provide project coverage of all twelve grades both in school and institutional settings.

All of these sponsoring institutions are within the greater metropolitan Detroit area. Oakland University, founded in 1957, is a relatively new state supported institution of higher education. The university offers graduate and undergraduate programs in education, human resources development, health sciences, arts and sciences, engineering, business management, and nursing. Current enrollment is approximately 11,500 full-time students. The Farmington Public Schools serve a city adjacent to Detroit and covering an area of 36 square miles with a population of 70,000. The schools also serve the students from Boys Republic and Sarah Fisher Home.

The first year of the Program '78, July, 1978 to June, 1979, was used for planning the activities to be implemented during the remaining years of this five year Teacher Corps project, demonstration and documentation being the primary thrust of the second and third year. The remaining two years focus on institutionalization, documentation, and dissemination of new programs in the schools, treatment centers, and university that are specifically designed to be more appropriate and effective with Troubled Youth.

The basic outcomes and project objectives are:

a. To improve the school and institutional climates to enhance the learning of children and youth of low-income families, especially those who are Troubled Youth.

b. To improve educational personnel development programs and the delivery of these programs at the preservice and inservice level for staff working with Troubled Youth.

c. To demonstrate and institutionalize educational improvements including projects, processes, and practices resulting from the project, with strategies for continuation of this institutionalization past the life of the project.

d. To disseminate these educational improvements and programs for schools, youth serving institutions, and universities to others working with Troubled Youth.

Within the overall program structure, there is a Policy Board composed of the Dean of the School of Human and Educational Services, the Superintendent of the Farmington Schools, the Directors of the treatment centers, the Community Council Chairperson, and the Director of the program ex officio and non voting. The function of the Board is policy formulation for the project, communication and resource identification between member institutions and agencies and the project. Members bear a major responsibility for facilitating and supporting the efforts of the project and articulating and institutionalizing project processes, practices and products at their respective institutions.

Within the policies established by the Policy Board, the Management Team, consisting of the Project Director, Site Coordinator-Team Leader, and Program Development Specialist-Documentor/Evaluator, coordinates the development, implementation and evaluation of the project.

The Community Council, composed of parents and community persons from our target population, was elected within the first three months of the project. During the second year elections were held to replace two members of this group. Community Council representatives also serve on the site-specific Task Forces for the school and/or agencies they represent. The four sites include Farmington High School, Power Junior High and the two agencies.

In addition to having two community representatives on each of the four site-specific Task Forces, there are two teachers, four students, one university faculty member, an intern, the Alternative Education Coordinator, and one LEA administrator. It is these teams, which are in touch with their sites, which have the charge to (a) design a professional development program for each site and (b) develop alternative education programs for Farmington High School, Power Junior High School and Shiawassee Center (School for Boys Republic students).

DEFINITION AND DESCRIPTION OF THE INTERVENTION

For the purpose of this case study, I have selected our High School Dropout Program to describe in some detail. The High School in question has a student population of approximately 1,500 students. Very early in our needs assessment at this school it became apparent that there was a need to develop a program to encourage those students who had dropped out of school the previous semester to come back to school and complete their program. We were given an initial list of approximately 30 students. The primary goals of this effort were to contact all the 30 students to ascertain why they had dropped out and if there was assistance we could provide for them in terms of referrals to other programs or agencies if they did not wish to return to school. If they did wish to return, we developed support systems both within the school and outside the school to assist them with this decision to return. All students on our original list were contacted and whatever assistance we could give was provided. Approximately 50 per cent or 15 students made the decision to return.

The support program developed in the school consisted of priority scheduling, before school opened to guarantee they were appropriately placed, and the hiring of an Alternative Education Coordinator assigned on a 50 per cent time basis to work with the students, consult with their teachers, provide a class in personal skill development and to coordinate monthly case conferences for each student to assess and support their stay at school. Another method for school support consisted of the formation of a Volunteer Corps of adults from the community to work on an individual basis with the students. During the late Spring and early Summer a recruitment campaign for volunteers was initiated. Presentations were made by Community Council members at meetings of various service organizations. Also, articles appeared in the local newspaper explaining the program.

Sixteen prospective community volunteers attended the first meeting held in July, 1979. At this meeting they were given more specific information including the fact that we were looking for a commitment from each of them to work on a one-to-one basis with a dropout student. The training program consisted of twelve hours of empathy listening and problem solving. The fifteen students were called together during the first part of August, 1979. They confirmed the original idea of the Community Council that they did not have a significant adult in their lives either at home or at school with whom

they could discuss problems and to whom they could look for support.

During August, the training session for volunteers was completed. Most of it was done by the Farmington Advisory Council, a local agency that works with court referred youngsters. All sixteen volunteers completed the training. Volunteers had been told initially that the final decision as to their level of involvement would be made after they had completed the training program. At this point one person was screened out. Pairing of adults to students by Teacher Corps personnel took place before school started in September. Adults were asked to contact their student and set up their first meeting. This could take place at any mutually acceptable location. Bi-weekly meetings were held for volunteers to meet with staff to assess progress and to discuss individual problems they were encountering. As relationships evolved students began to look to their adults for support in school and with personal problems. In addition many volunteers were able to give assistance in academic areas. Each relationship was unique. Constant support for both volunteers and students from Teacher Corps personnel was provided. In most cases the volunteers and students have remained active and enthusiastic during the school year and the concept behind providing the students with a supportive adult who is not connected with the schools proved to be very helpful.

One difficulty school personnel face is how to get volunteers meaningfully involved in the school. How do you get an individual to make a lasting commitment to become involved in the educational process? Volunteers were interviewed in an attempt to find out why they became involved and continued to be enthusiastic. One volunteer stated that she had always been interested in helping in the schools and this was the first time she felt that what she was doing was worthwhile not only for the benefit of a student but for her own personal growth. Another volunteer stated that she felt that she actually was helping a specific individual who was experiencing difficulties in the school and community. Although progress was slow, she was seeing some definite changes in the student with whom she was working. She found this extremely rewarding and felt that her time and talents were being used in a productive way. One volunteer made the comment that although his time was limited he felt that every minute was worthwhile because he was helping a specific student complete his high school education. Discussion with students demonstrated that the adult assistant was of benefit to them. One student commented that this was the first time she felt she could talk with an adult about problems that she faced. She said that she wasn't necessarily asking for solutions but the fact that someone was there just to listen helped her a great deal. Another student stated that he simply needed someone to check up on him to make sure that he was getting to school and getting his work done. His adult was doing this and it was helping him tremendously. Another student discussed the fact that he was getting some academic tutoring from an adult volunteer and consequently was making it through a class with which he had previously had difficulty.

The program appears to be working because both students and adults know what is expected of one another and are working on specific goals to help the student get through school. Adults feel that their time is well spent and are encouraged by the progress they are seeing with their student.

EVALUATING THE INTERVENTION

Of the original fifteen students, thirteen students re-enrolled in Farmington High School in September, 1979. At the end of the first semester nine students were still enrolled, a retention rate of 69%. A comparison of attendance for the first two marking periods of 1978-79 and 1979-80 academic year was carried out for those students for whom records were available. Table 1 indicates that during the first ten-week period of this academic year, there was a drastic drop in the average number of hours students were absent from class (11.13 hours). While students were absent less frequently during the second ten-week period than they were during the corresponding period the previous year, the rate of absenteeism increased slightly, but the important point was that they were still in school.

A comparison of grades received by the thirteen students during both semesters of the 1978-79 academic year and the first semester of the 1979-80 year was completed. Table 2 indicates that 20-21 per cent of the grades received were B or C each semester during the 1978-79 school year. With the support given the students through the alternative education program, 30.3% of the grades received were B's or C's. It is noteworthy that the percentage of E grades has decreased from 73.5% to 55.8%.

At the end of the first semester, the Alternative Education Coordinator conducted individual interviews with the nine students still enrolled in school. He summarized their response to the program as follows:

> "A survey of Farmington High School students who received services through the Alternative Education Center showed that they had an approach-avoidance or love-hate attitude toward the program. They responded positively to the personal attention they received from staff and the adult volunteers. Although they sometimes disliked having someone check up on their attendance. they felt that it was helpful in the long run."

During the semester other students were referred to the Alternative Education Coordinator because they were

Table 1

Attendance of Students in
Farmington High School Alternative Education Center

1978-79	Hours Absent/Number of Students		Average Number of Hours Absent
1st 10 weeks	624	9	69.33
2nd 10 weeks	776	8	97.00
1979-80			
1st 10 weeks	640	11	58.2
2nd 10 weeks	1038	11	94.4

experiencing academic, social, or emotional problems which were hampering their progress in school and suggesting their dropping out. Five students were counseled by the Coordinator and received support services similar to those provided the original 13 students in the program.

Assessment of the program is a continuous function of the Task Force. The Alternative Education Coordinator and this group felt strongly that a credit-bearing course be offered second semester for returning students. This would provide a forum in which they could interact and provide support to each other. Thus, a class, Social Relations, is currently being offered in addition to the continuation of the support services available during first semester. Course content is group oriented. It includes transactional analysis, values clarification and group counseling; students have an opportunity to explore who they are, where they are and where they want to go.

Enrollment in the program second semester includes six of the nine students who returned to Farmington High School in September and completed the semester plus two of the original 13 students who had dropped out again during first semester. Thus, eight of the 13 students reenrolled second semester. Another four students also enrolled for the class bringing the class total to 12, the maximum set by the Task Force.

Support is still being given to one student who received special help first semester. Four other students also receive support on an informal basis; i.e. they are not enrolled in the class.

At this time expansion of the dropout program is occurring. The school counselors are referring students who need individual counseling, have specific academic needs or attendance problems which are indicative of the potential dropout. We are now moving from intervention and reintegration into prevention.

Table 2

A Comparison of Grades Received by AEC
Students for 1978-79 and 1979-80 Academic Years

	1st Semester '78-79		2nd Semester '78-79		1st Semester '79-80	
Grade	Number	Percent	Number	Percent	Number	Percent
A	0	0	0	0	0	0
B	7	12.7	2	10.5	6	14.0
C	4	7.3	2	10.5	7	16.3
D	11	20	1	5.3	6	14.0
E	33	60	14	73.7	24	55.8